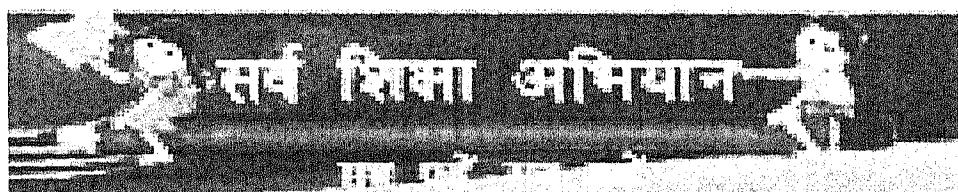


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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN
DISTRICT- BALRAMPUR
UTTAR PRADESH**



Submitted to the
Ministry of Human Resource Development, New Delhi

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PREFACE

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education through community ownership of the schooling system. The Programme is to provide useful and relevant elementary education for all children by 2010. The emphasis is on providing 8 years of schooling to all children in age group of 6-14 years and on mainstreaming out of school children through diverse strategies. The thrust is upon bridging the gender and social gaps and total retention of all children in schools. With this framework, it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural, social and environmental needs.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India has appointed the Giri Institute of Development Studies Lucknow as a lead organization for monitoring and evaluation of SSA Programme in the state of Uttar Pradesh.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA Programme in Balrampur district of Uttar Pradesh. We are thankful to Shri Ravi Chand, of the Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar, Senior Consultant, Monitoring, Ed.-CIL for lending all-possible cooperation to undertake this assignment.

The State Project Office, Uttar Pradesh (SPD) under the able leadership of Ms. Veena, IAS (SPD) and Shri D.B Sharma (ASPD) is undertaking the implementation of SSA programme at the state level. We sincerely feel obliged to them for extending all possible support to them. We are also thankful to Dr. S.S. Sirohi, Senior Professional for his continuous support and help during the conduct of study.

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ABBREVIATIONS

AIE	Alternative and Innovative Education
BRC	Block Resource Centre
BSA	Basic Shiksha Adhikari
CRC	Cultural Resource Centre
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPC	District Programme Committee
DPE	Director of Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Programme
DRG	District Resource Gang
ECCE	Early Childhood Care Education
EGS	Education Guarantee Scheme
EMIS	Education Monitoring Information System
EV	Education Volunteer
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
MM	Maktab Madarsa
MTA	Mother Teacher Association
NPEGEL	National Programme for Girl Education at Elementary Level
NPRC	Nyay Panchayat Resource Centre
NRBC	Non Residential Bridge Course
PAB	Programme Approval Board
PMIS	Project Management Information System
PS	Primary School
PTA	Parents Teachers Association
RBC	Residential Bridge Course
SCERT	State Council for Education Research and Training
SDC	School Development Committee
SPD	State Project Director
SRG	State Resource Gang
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
TSS	Total Sanitation Scheme
UPS	Upper Primary School
VEC	Village Education Committee
WEC	Ward Education Committee

EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

STUDY SAMPLE AND DESIGN:

There are 1212 primary and 641 upper primary schools working in Balrampur district. 120 EGS and 94 cluster model schools for NPEGEL are also working. All type of schools / centers are 2095 as presented in Table 1.1. Out of which there are 11 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each 4 blocks and 1 urban area of the district. The entire sample consists of 77 primary and 27 upper primary schools. Also 6 cluster model schools for NPEGEL, 9 EGS, 1 KGBV, have been covered in the sample. A total number 122 schools have been covered and surveyed. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office, Lucknow at the state level and from the office of the District Basic Shiksha Adhikari, Balrampur.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Main Findings and Suggestions

118 primary and 61 upper primary schools were sanctioned in current financial year 2008-09. All sanctioned primary and upper primary schools were opened in the current financial year 2008-09.

- There is a substantial gap between the number of sanctioned and appointed teachers in primary and upper primary schools of the district. This gap needs to be filled.
- Construction of new buildings in primary and upper primary were completed in some schools.
- Construction of toilets was also reported to be complete in some schools and in progress in most of the schools.
- The approved grants were released to all the schools.
- It was reported that the BSA has not made centralized purchases.
- There was no backlog in the functioning of EGS/AIE Centres in Balrampur district.
- Enrollment of CW SN was low in the district
- The additional ramps are also required.
- More parents of CWSN are to be given counseling.
- Additional rooms needed to be added in all model school clusters.
- All the model school clusters are still to be provided electricity.
- All the targeted number of model cluster schools were made operational in the district.
- Tough all the sanctioned KGBV were in operation in the district but keeping in view the large size of Balrampur district, there is need that more KGBVs should be opened

- Most of the primary schools (80.00 per cent) were established before ten years and the construction of 64.00 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 32.00 per cent schools have been established and 28.00 per cent of them were constructed before ten years.
- It shows that most of the constructions were done for the completion of backlogs particularly in case of primary schools.
- More emphasis is required not only on the establishment and construction of new schools but also require more teachers for quality education.
- The maximum no. of 25 (33.33 per cent) of the sample primary have using 4 rooms.
- The availability of 4 and 5 rooms are also good in primary schools.
- 33.33 per cent primary schools use four rooms and 48.00 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- 47.00 per cent schools have play ground.
- Only 58.00 per cent schools were with boundary walls.
- 68.00 per cent schools have sports items.
- The available sports items are used by students are in 69.00 per cent schools.
- 80.00 per cent schools have mats and furniture.
- 92.00 per cent schools have blackboards in classroom.
- 87.00 per cent schools have at least one Verandah in the campus.
- Only 9.00 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis.
- Playground should be available in all schools.
- All schools must have sports items.
- The availability of drinking water facility in primary and Upper Primary Schools is 100.00 per cent in the sample size of the district.
- The convergence of drinking water facility with Swajaldhara has been 36.00 per cent.
- 61.00 per cent funding of drinking water facility is done through SSA.
- After availability of drinking water facility, quality should be checked as pure water is the major factor for unhealthy children.
- Toilet facilities are 100.00 percent available for boys and girls at primary and upper primary schools.
- For providing the facility, the TSS convergence should be utilized, as it is relatively low at present.

- The toilet facilities are not used in a high per cent of primary and in also high per cent of upper primary schools.
- 30.00 per cent schools of the district, in which existing toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found too- good but provision of health facilities in primary and in upper primary schools is not attended properly. This should be taken up more frequently.
- 13.34 per cent primary school buildings are in bad shape.
- In view of this special provision of repairs should be made to consider the students' safety
- 10 out of total sample primary schools are in bad condition, there are cracks in roof and developed cracks in plasters also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.
- Teacher-students ratio were not found satisfactory (1:69,)* in primary schools.
- Teacher-students ratio were found satisfactory (1:122)* in upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.
- 100.00 per cent working teachers in primary and upper primary schools have received training.
- 21.71 per cent trainees received training of 1 to 3 days duration.
- 61.84 per cent trainees received training of 4 to 6 days duration.
- 15.13 per cent trainees received training of 7 to 15 days duration.
- 1.37 per cent trainees received training up to 30 days.
- Training module lacks training of core subjects like math, English.
- Training duration should be longer and it should be in summer vacation.
- Impact of training should be visualized on ground reality.
- There has been a difference between reported students and enrolled students.
- Only 82.44 per cent of the enrolled students were present on register and 77.11 per cent on the day of visit in primary schools.

- 55.13 per cent of the enrolled students were present on register and 55.44 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- 39.00 per cent students were found absent due to their involvement in agricultural activities.
- 14.00 percent due to lack of education and 9.00 percent students were found absent due to discrimination in facilities.
- This should be discussed in length in PTAs frequently.
- Efforts were made by schools VEC and PTA for improving the student's attendance.
- Role of parent's teachers meetings were minimum in this respect.
- There should be more concentrated efforts and in each school to improve students attendance.
- There should be a more efficient and regular monitoring system to check students attendance
- The implementation of students test as per prescribed norms was found poor in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents
- 28.00 per cent students' behaviour with their teachers was found good.
- Teachers should maintain their dignity and moral by their teachings
- 10.00 per cent to 11.00 per cent of the total enrolled students have not found enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.
- Over all left out students are 372 in primary schools and 89 are in upper-primary schools but most of them are reading in other schools.
- 38 primary and 8 upper primary schools are having student's studding in same class.
- 59 students are studying (repeating) in the same classes in primary and 28 in upper primary schools.
- The boys' left out is higher in primary schools. The overall left-out rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same
- Enrollments of existing CWSN were 75.51 per cent in the district.

- The availability of appliances and aids were only for 43.24 per cent of enrolled students.
- It was required to enhance the availability of appliances and complete the construction of ramps in the schools.
- The attendance of students was found to be less than about 7 per cent in primary and upper primary schools between on the day of our Visit and a day before our visit.
- Around 48 percent students in primary and 35 per cent students in upper primary schools used to take MDM in Balrampur district.
- There was a gap of (+)6.5 per cent students in primary and (-)3.6 per cent in upper primary school between a day before our visit and on day of our visit of students shown in register as taking MDM.
- It is evident that hot cooked meal is not being served in majority of primary and Upper primary schools of Balrampur district.
- The non-availability of food grain has been attributed as the main reason of such situation. The VEC and BSA should ensure that hot cooked meal is given.
- There is no regularity in supply of food grain and stock for one month is hardly kept.
- This is a serious operational problem of MDM in the district and it should be looked in to seriously. The main problem is delay in regular supply from the district
- Most of the VECs did not receive the cost of cooking regularly in advance.
- The district magistrate should ensure the timely payment of cost of cooking.
- The fact has emerged that the food is not served according to menu and students are generally not satisfied with the quality and quantity of food given to them.
- The officials should ensure that food is served according to menu and quality is maintained.
- Each and every student should be given micro-nutrients and health card.
- The teachers should be asked to contact ANMs for the supply of micro nutrients and health cards should be given to all students
- The cooks are mostly from OBCs, followed by general, minorities and scheduled castes.
- Since one of the objectives of MDM is to bring social equality, therefore, concerned authorities should see that some SC cooks are also appointed
- The community participation in MDM is poor in the district.
- There is need that involvement of parents, VECs and Panchayats should be increased.
- The inspection and supervision of MDM is very poor in the district.
- The district magistrate should ensure that the inspection and supervision are done regularly by the officers of three levels.

- The impact of the mid day meal has been reported to be positive in school education and health and hygiene status of students.
- The MDM programme should be made more effective by strict supervision and community involvement
- Average number of VEC members was found low representation of parents.
- The caste-wise composition of VEC was lacking Minority representation.
- The parent's representation in VECs should be emphasized
- Adequate number of female and SC representative was found attending VEC meetings.
- No training of VEC has been organized in this financial year (2008-09), up to January, 2009.
- The training should be necessary to all VEC members and should impart timely.
- VECs' role in improving overall school conditions were found to be the best in 2.00 per cent in upper-primary schools.
- 52.00 per cent of primary and 52.00 per cent upper primary schools VEC members' role were found good.
- Their satisfactory role was reported in 36.00 per cent in primary and 33.00 per cent in upper primary schools.
- In around 12.00 per cent of primary and 13.00 per cent of upper primary schools VEC members' role was found poor.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect
- Money has been withdrawn from account in most cases and construction work has also started.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved
- Most of the VECs did not have school construction related records.
- This is one of the main reason of funds misuse and slow progress of construction work in schools.
- TLM amount in all sampled primary and upper-primary schools of the district has not been distributed up to January 2009 .
- TLM should be used in all the schools of the district without loosing time.
- It should be necessary for all teachers to use TLM regularly.
- Inspection of construction is not as required.
- Strict supervision of construction work is required

- The functioning of KGBV was observed to be good in the district.
- The payment of EGS/AIE teachers was found to be irregular.
- The student attendance in the alternative schooling centres was good.
- Proper records were maintained.
- VEC members were required to be oriented for the development of alternative schooling

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the schooling system. It is a response to the demand for qualitative basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities among children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. The other goals are to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study

The present study is the Monitoring and Evaluation of Sarva Shiksha Abhiyan, implemented in Balrampur District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level.
- (ii) To assess the progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programme covers the following:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level
- (vi) Alternative Schooling etc.

1.4 Sampling Design

There are 1212 primary and 641 upper primary schools in Balrampur district. Besides, there are 94 cluster model schools for NEPGEL, 120 EGSs, 11 NRBCs, 6 RBCs and 11 KGBVs in the district. Over all, 2095 schools are functioning in the district as evident from Table 1.1.

Table 1.1: Total Schools in Balrampur District

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	RBC	NRBC	MM	NPGEL	KGBV	
1.	Balrampur	174	93	12	0	0	1	0	17	1	298
2.	Shivpura	163	79	32	0	4	1	0	14	1	294
3.	ShriduttGanj	109	56	6	0	0	1	0	10	1	183
4.	Gaindas Buzurg	75	30	11	0	0	1	0	6	1	124
5.	Gainsari	159	95	12	0	0	0	0	13	1	280
6.	Tulsipur	160	94	20	0	0	3	0	0	1	278
7.	Pachperwa	138	78	9	0	0	2	0	11	2	240
8.	Utraula	101	55	3	0	2	2	0	8	1	172
9.	RehraBazar	111	54	15	0	0	0	0	10	1	191
11	Town Area	22	7	0	0	0	0	0	5	1	35
Total		1212	641	120	0	6	11	0	94	11	2095
No. of Sample Schools		77	27	9	0	1	1	0	6	1	122
% of Sample Schools		6.35	4.21	6.67	0	16.67	9.09	0	6.38	9.09	5.82

Source: SSA Programme, BSA, District Balrampur, U.P.

It was decided that sample size of the study should be not less than 5 per cent of each type of schools and sample primary and upper primary schools to be selected randomly. The sample is to remain confined in 4 blocks and 1 urban area of the district. On this criteria, entire sample size of the study consisted of 77 primary, 27 upper primary schools, 6 NPEGEL, 9 EGS, 1 KGBV, 1 NRBC, 1 RBCs. The total sample size consisted of 122 schools. The detailed sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: Sample Schools of Balrampur District

SI No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madarsa	KGBV	Bridge course		Total
									RBC	NRBC	
1	Gainsari %age Schools/Centre Sample no of Schools %age Schools/Centre	159 (30.11) 24 (31.17)	95 (35.58) 10 (37.03)	13 (27.08) 2 (33.33)	12 (19.67) 2 (22.22)	0	0	1 (20.00) 1 (100.00)	0	0	280 (30.57) 39 (31.97)
2	Shivpura %age Schools/Centre Sample no of Schools %age Schools/Centre	163 (30.87) 25 (32.47)	79 (29.59) 8 (29.63)	14 (29.17) 2 (33.33)	32 (52.46) 3 (33.33)	0	0	1 (20.00) 0 (100.00)	4 (100.00) 1 (100.00)	1 (33.33) 0	294 (32.10) 39 (31.97)
3	ShriduttGanj %age Schools/Centre Sample no of Schools %age Schools/Centre	109 (20.64) 15 (19.49)	56 (20.97) 5 (18.52)	10 (20.83) 1 (16.67)	6 (9.84) 1 (11.11)	0	0	1 (20.00) 0	0	1 (33.33) 0	183 (19.97) 22 (18.03)
4	Gaindas Buzurg %school/centre Sample no of school %age School/centre	75 (14.21) 10 (12.99)	30 (11.24) 3 (11.12)	6 (12.50) 0 (33.33)	11 (18.03) 3 (33.33)	0	0	1 (20.00) 0	0	1 (33.33) 1 (100.00)	124 (13.54) 17 (13.94)
5	UrbanArea %age Schools/Centre Sample no of Schools %age Schools/Centre	22 (4.17) 3 (4.00)	7 (2.62) 1 (3.70)	5 (10.42) 1 (16.67)	0	0	0	1 (20.00) 0	0	0	35 (3.82) 5 (4.09)
	Total %age Schools/Centre Sample no of Schools %age Schools/Centre	528 (100.00)	267 (100.00)	48 (100.00)	61 (100.00)	0	0	5 (100.00) 1 (100.00)	4 (100.00) 1 (100.00)	3 (100.00) 1 (100.00)	916 (100.00) 122 (100.00)

Source: Field Survey.

The other information relating to the functioning and progress of SSA Programme in the district was collected from the SPD office and the office of the District Basic Shiksha Adhikari. The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	13 (16.88)	2 (7.41)	15 (14.42)
	b. 3 to 5 KM	4 (5.19)	2 (7.41)	6 (5.77)
	c. 5 to 8 KM	5 (6.49)	4 (14.81)	9 (8.65)
	d. Above 8 KM	55 (71.43)	19 (70.37)	74 (71.15)
Total		77 (100.00)	27 (100.00)	104(100.00)
2	NPRC			
	a. Within 3 KM	45 (58.44)	15 (55.55)	60 (57.69)
	b. 3 to 5 KM	13 (16.88)	6 (22.22)	19 (18.27)
	c. 5 to 8 KM	10 (12.99)	4 (14.81)	14 (13.46)
	d. Above 8 KM	9 (11.69)	2(7.41)	11 (10.58)
Total		77 (100.00)	27 (100.00)	104 (100.00)

Source: Field Survey.

CHAPTER-II

EDUCATIONAL PROFILE OF BALRAMPUR DISTRICT

2.1. Introduction:

Balrampur is one of the 70 districts of Uttar Pradesh state in India and Balrampur town located on the bank of the Rapti is the district headquarters. Balrampur district is a part of Devipatan division. The district is bordered on the north and the northeast by Nepal, on the east by Siddharth Nagar district, on the southeast by Basti district, on south and the southwest by Gonda district and on the west by Shrawasti district. The district occupies an area of 3457.00 km². The population of the district (according to census 2001) is 16, 84,567. The district is at the foothills of the Himalayas and well connected by roads. The district is famous for the ruins of the ancient city of Shrawasti which is presently a place of pilgrimage for both the Buddhist and the Jains. The main features of the district are given below:-

• Geographical Area	3457.00 km ² .
• Population	16,84,567
• Literacy (male)	46.28%
• Literacy (female)	21.58%
• Tehsil	Balrampur, Tulsipur and Utraula.
• Block	Balrampur, Shridutt Ganj, Pachperwa, Rehra Bazar, Shivpura, Grindas Bujurg Tulsipur, Gainsari, Utraula.
• Industry	Balrampur Chini Mill

The district is named after the erstwhile princely estate (Taluqdari) and its capital, Balrampur. The name of this estate was derived from its founder Balram Das, who founded it in c. 1600CE. The territory which the present Balrampur district covers was a part of the ancient Kosala Kingdom. Shrawasti was the capital of Uttara (North) Kosala. The ruins of Sahet, ancient Shrawasti, spread over an area of 400 acres. Towards the Rapti River, a little north of Sahet lies the ancient city of Mahet. The fortified entrance to Mahet is made of mud, constructed in a beautiful crescent shape. The Sobhnath temple houses the great Stupas. These Stupas reflect the Budhist tradition and boast of the history of the monasteries in Balrampur.

Jeetavana monastery, one of the oldest monasteries in the country is said to be one of the favorite's site of Gautam Buddha. It contains the 12th century inscriptions. The site was so religiously significant that the Emperor Ashoka, the great, visited this site. There is also a sacred tree of Peepal nearby. It is said that the tree was grown from a sapling from the original Bodhi Tree at Bodh Gaya. Gautam Buddha spends 21 rainy seasons under the sacred Peepal Tree. The famous incident of Angulimal happened in forest of Shrawasti only, where the cruel dacoit who used to kill people and wear the garland of their fingers, was enlightened by Gautam Buddha. Another site of great religious importance in the city is Shrawasti. It is said that Mahavira Jain, the 24th Tirthankara of Jainism, 'Influenced' this place. It houses the famous Shwetamber temple. The area covered by the district was a part of Baharaich Sarkar of Awadh Subah during the Mughal rule. Later, it came under the control of the ruler of Awadh till its annexation in February, 1856, by the British government. British government separated Gonda from Baharaich and it became a part of Gonda.

During the British rule a commissioner was constituted for the administration of this area with its headquarters at Gonda and Military command at Sakraura Colonelganj. During this period Balrampur was an Estate (Taluqdari) in Uttraulla tehsil of Gonda district, which consisted 3 tehsils, Gonda Sadar, Tarabganj and Uttraulla. After independence, Balrampur estate was merged with Uttraulla tehsil of Gonda district. On July 1, 1953 the tehsil of Uttraulla was bifurcated into two tehsils, Balrampur and Uttraula. In 1987 three new tehsils were created from Gonda Sadar tehsil, namely, Tulsipur, Mankapur and Colonelganj. Later, in 1997 Gonda district was bifurcated into two parts and a new district, Balrampur was born consisting of three tehsils of the northern part of the erstwhile Gonda district, Balrampur, Uttraula and Tulsipur. Balrampur town known for Balrampur Chini Mills, one of the largest sugar manufacturing industries in the country.

It is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 23.75 per cent to 34.71 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district and it was found to be lower, 34.71 per cent than the State average, i.e. 57.36 per cent. The male literacy rate (46.28 per cent) is recorded to be the far higher as compared to the female literacy rate (21.58 per cent) in the district during the year 2001.

Table-2.1: Literacy Rate of U.P. and Balrampur

Sl. No.	Item	Uttar Pradesh		Balrampur District	
		1991	2001	1991	2001
1.	People	40.70	56.30	23.75	34.71
2.	Male	54.80	68.80	34.43	46.28
3.	Female	24.40	42.20	11.22	21.58

Source: Census of India, 2001.

District Balrampur: Map



Source: www.mapsofindia.com

2.1. Status of Schools

As per information available from the office of Basic Shiksha Adhikari (BSA), Balrampur, there were 1087 primary and 582 upper primary schools as on 31 March 2008. A total number of 179 schools (118 PS and 61 UPS) were sanctioned in the financial year 2008-09. Out of 179 sanctioned primary and upper primary schools, all 179 (118 primary and 61 upper primary) were opened during this period. At present, 1323 primary schools and 704 upper primary schools are functioning in the district (Table-2.2).

Table-2.2: Details about Opening of Schools

Sl. No.	Details	PS	UPS	Total
1	No. of Schools as on 31.03.09	1087	582	1669
2	No. of Schools Sanctioned in current financial year-2008-09	118	61	179
3	No. of Schools Opened in current financial year-2008-09	118	61	179
4	Current status of School	1323	704	2027

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Findings

- 118 primary and 61 upper primary schools were sanctioned in current financial year 2008-09. All sanctioned primary and upper primary schools were opened in the current financial year 2008-09.

2.3 Status of Teaching Staff

The details about the teaching staff as presented in the Table-2.3 (A) & (B) indicated that there were 2699 sanctioned teachers for primary and 453 sanctioned teachers for upper primary schools up to the financial year 2008-09. The sanctioned number of teachers during the financial year 2008-09 has been 236 and 183 for primary and upper primary schools respectively. As against sanctioned number of teachers the appointments were 133 and 38 for primary and upper primary classes. This indicates that there is a gap of 103 and 145 teachers between sanctioned and appointed teachers in primary and upper primary

schools during the year 2008-09. This gap needs to be filled. The number of sanctioned teachers and the number of actual teachers appointed in primary schools in the district further indicates that there were gaps between the sanctioned and appointed teachers in primary schools in case of head master by 100.00 per cent, assistant teachers by 100.00 per cent and shiksha mistras by 4.24 per cent. In upper primary schools, this gap was by 100.00 per cent in case of head masters and 68.85 per cent in case of assistant teachers. The considerable gap was there between the sanction of different categories of teachers in primary and upper primary schools of the district.

Table-2.3 (A): Details about Primary School Teachers

Sl. No	Details	Sanctioned as on 31.03.08	Sanctioned during 2008- 09	Appt. against sanctioned	Difference
1	2	3	4	5	6
1	Headmaster	529	118 (100.00)	-	-
2	Assistant teachers	238	-	-	-
3	Shiksha Mitra	1932	118 (100.00)	113 (95.76)	5 (4.24)
	Total	2699	236 (100.00)	133 (56.36)	103 (43.64)

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Table-2.3 (B): Details about Upper Primary School Teachers

Sl. No	Details	Sanctioned as on 31.03.09	Sanctioned during 2008- 09	Appt. against sanctioned	Difference
1	2	3	4	5	6
1	Headmaster	114	61 (100.00)	-	-
2	Assistant teachers	309	122 (100.00)	38 31.15)	84 (68.85)
	Total	453 (100.00)	183 (100.00)	38 (2077)	145 (45.90)

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Findings and Suggestions.

- There is a substantial gap between the number of sanctioned and appointed teachers in primary and upper primary schools of the district.
- This gap needs to be filled.

2.4. Recruitment of Teachers

The information relating to the mode of recruitment of teachers in primary and upper primary schools in Balrampur district during 2008-09 as presented in Table-2.4 indicates that no head master was appointed through promotion, 638 assistant teachers were

appointed directly in primary schools. Apart from this, 113 shiksha mitras were appointed on contract basis in primary schools. At upper primary level, 38 fresh appointments were made and no head master was appointed through promotion. Most of the appointments were at DPO level (Table-2.4).

Table-2.4: Mode of Recruitment of Teachers

Sl. No	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2008-09		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2008-09		Appt. at DPO/Ba sic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	Headmaster	-	-	-	-	-	-	-	-
2	Assistant Teacher	638	-	638	-	38	-	38	-
3	Shiksha Mitra	-	113	-	-	-	-	-	-
4	Total	638	113	638	113	38	-	38	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.5. Teachers' In-service Training

The BSA has reported that various kind of in-service trainings were given to the serving teachers. The details are shown in Table-2.5. A total of 1714 man days in-service training was targeted to be imparted to primary school teachers at primary school level. Out of these, 1175 maydays training could be imparted to head masters for 410 man days and to assistant teachers for 765 man days. Balance training of 539 man days could not be imparted to these teachers.

Table 2.5 further indicated that in-service training of 832 man days was also targeted for the upper primary school teachers but it could be imparted for only 550 man days to teachers till 12.2.2009. In-service training of 282 man days to upper school teachers could not be given to these teachers up to this period.

Table-2.5: In-service Trainings of Teachers

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training (man days)	No. of teachers provided training as on 12.2.2009 (man days)	Balance Left (man days)	Target No. of teacher s for training (man days)	No. of teachers provided training as on 12.2.2009 (man days)	Balance Left (man days)
1	2	3	4	5	6	7	8
1	Headmasters and Assistant teachers	642 1072	410	232	252	150	102
			765	307	580	400	180
2	Shiksha Mitra	-	-	-	-	-	-
3	Total	1714	1175	539	832	550	282

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.6 Teachers' Orientation Training (30 days)

There was a target to impart 30 days orientation training to teachers in the district. As presented in Table 2.6 training was given to target number of 132 primary school teachers. Out of these 130 were shiksha mitras and remaining 2 were acharyas.

Table-2.6: Teachers' Orientation Training (30 days)

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 12.2.09	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha Mitra	130	130	0
4	Acharya	2	2	0
	Total	132	132	0

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.7 Training courses for teachers

The following training courses were organized for teachers, BRC/ ABRC/ CRC coordinators and EGS instructors. A maximum of 64 EGS instructors were trained under 14 day's course till the date of our visit. Table 2.7 indicated that 75 more EGS instructors were trained under another 12 days training course. Training courses for English language teaching and math teaching of 3 and 5 days respectively were organized for 13 and 20 teachers of each discipline.

Table-2.7 : Training Courses For teachers

Sl No	Name of the course module	Duration (days)	Trained as on visit date		Venue	Module made by
			PS	UPS		
1	English lang. teaching	3	13	-	-	State
2	Maths Teaching	5	20	-	-	State
3	Training for EGS Instructor	14	64	-	-	-
4	Training of BRC/ABRC/CRC Coordination	2	29		-	-
5	Training for EGS instructor	12	75	-	-	-

Source: Based on DIET DATA

2.8 Teachers Learning Material (TLM) Grant

As per information given in Table-2.8, 3138 teachers which included both from primary and upper primary schools received TLM grant during the financial year 2008-09. As against this 3722 teachers of primary and upper primary schools were eligible to receive the TLM grant during this financial year. A total of Rs.15.69 lakhs was given as TLM grant to these teachers. The date of release of TLM grant was not informed to us by the office of BSA.

Table-2.8: Details about TLM Grant

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2008-09	3121	601
2	Total grant(in rupees) sent by BSA to VECs accounts	1306500	262500
3	Date of release of TLM Grant	June 28, 2008	June 28, 2008
4	No. of teachers covered	2613	525

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.9 Distribution of Text Books

The Information as shown in Table-2.9 indicated that text books were distributed among 239628 children studying in primary schools in the district during the month of May–August 2008. Out of Total recipient students, 111404 were girls (46.49 per cent) and 128224 were boys (53.51), Out of total boys of primary schools who received free text books, around 20 per cent were scheduled castes and tribes. Out of total 42.73 per cent books were distributed from the state fund and 57.27 books from SSA programme.

In upper primary schools, a total of 48177 students were given free textbooks. The share of girls who received books was around 42 per cent. Out of total children receiving free text books, 5310 students (11.02 per cent) were of scheduled castes. Abut 47 per cent free text books were given to upper primary students from the state fund and 53 per cent from SSA programme.

Table-2.9: Details about Text Books Distribution

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		Total	Boys		Girls	Total	Boys		Girls
			SC	ST			SC	ST	
1	2	3	4	5	6	7	8	9	10
1	No. of children to whom Free text have been distributed	239628	23713	2122	111404	48177	5012	298	20216
2	No. of children receiving books from SSA programme	137230	23713	2122	111404	25526	5012	298	20216
3	No. of children received free text books from State Govt. Funds	102398	0	0	0	22651	0	0	0
4	Actual date of text books distributed to the district level and to schools	The books were received in the district between 20 and 30 June 2008. These books were distributed between 4and15 July 2008.							

Source: Office of the Basic Shiksha Adhikari, District Balrampur

2.10 Civil Work

The information provided by the BSA indicated that the construction of 118 new primary schools and 61 upper primary schools was sanctioned during the financial year

2008-09 in the district. It has been reported that in case of all the sanctioned new primary and upper primary schools; construction was completed for 43 new primary schools and 14 upper primary schools. The construction was in progress in the remaining 75 primary and 47 upper primary schools. Besides, 162 toilets of primary schools and 2 for upper primary schools were sanctioned for the construction. In 56 primary schools the construction was completed and in 106 schools it was in progress. The construction in two upper primary schools was completed (Table-2.10).

Table-2.10: Status of Civil Work Sanctioned for the Financial Year 2008-09

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2008
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	118	43	75	-	-
2	New Upper Primary Schools	61	14	47	--	-
3	Additional Rooms for Primary Schools	-	-	-	-	-
4	Additional Rooms for UPS	-	-	-	-	-
5	Toilets of Primary School	162	56	106	-	-
6	Toilets of Upper Primary School	2	2	-	-	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Findings and Suggestions

- Construction of new buildings in primary and upper primary were completed in some schools.
- Construction of toilets was also reported to be complete in some schools and in progress in most of the schools.

2.11 Schools Grant

The details shown in Table-2.11 indicate that the grant of 1063 primary and 385 upper primary schools was released in the current financial year. It was June 8 to September 8, 2008 that the whole grant was released to the VECs account. The total amount was of Rs. 80.10 lakh. The BSA has reported that he has not made centralized purchases for the schools out of the school grant.

Table-2.11: Details about School Grant

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2008-09	-	-	-
2	No. of schools to whom funds have been released	1063	385	1448
3	Date of release the grant to VEC accounts	-	-	-
4	Released amount (Rs.) (in lakhs Rs.)	53.15	26.95	80.10
5	Amount utilized by VECs up to 31.10.07 (Rs.)	Na	Na	Na
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes			
a.	For What purpose	-	-	-
b.	Amount utilized (Rs.)	-	-	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Findings and Suggestions

- The approved grants were released to all the schools.
- It was reported that the BSA has not made centralized purchases.

2.12. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres

160 EGS/AIE Centres were sanctioned as on March 31, 2008 in Balrampur district. All these EGS/AIE Centres were not opened in the same financial year as shown in Table 2.12. Besides this, 5 EGS/AIE centres were also sanctioned and Opened through up gradation during the financial year 2006-07. It is evident from the table that 5 teachers were sanctioned and appointed for new upgraded primary schools.

Table-2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIENRBC/RBC centers in the financial year 2008-09	160	142
2	No. of EGS/AIE centers in the financial year 2008-09	120	120
3	No. of EGS/AIE centers to be upgraded in the financial year 2007-08	5	5
4	No. of teachers sanctioned for new upgraded primary schools	5	5

Source: Office of the Basic Shiksha Adhikari, District Balrampur

Findings

- There was no backlog in the functioning of EGS/AIE Centres in Balrampur district.

2.13 Training and qualification of the Education Volunteers (EVs)

There were 120 EVs who were reported to be working in the Balrampur district and all of them were trained. All the EVs did receive 'Foundation and Refresher Training', which was imparted by DIET for 15 days duration in the year. The training provided to the EVs was found to be sufficient as per standard laid down by SPO. It was reported that all the trainees were provided academic support by BRC/NPRC.

The BSA Balrampur has provided data regarding educational qualification of EVs. Out of 120 EVs, 45 were matriculate (37.05 per cent), 74 were intermediate (61.67 per cent) and 1 was graduate (0.8 per cent).

Table-2.13: Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	45
2	Intermediate	74
3	Graduates and above	1
4	Total	120

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.14 Children Mainstreamed from EGS/AIE Centres

Despite repeated requests BSA Balrampur and other staff members have refused to furnish the information regarding mainstreamed children in EGS and AIE centres.

Table-2.14: Children Mainstreamed from EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of Children actually mainstreamed from EGS/AIE centers as on 30.09.206 in the Current Financial Year 2008 – 09	NA	-
2	Details of the last academic year 2007-08	NA	-
	1. Mainstreaming in Private Schools	NA	-
	2. Mainstreaming in Govt. Aided Schools	NA	-
	3. Mainstreaming in Govt. Schools	NA	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.15 BRC/NPRC

The details of BRCs and NPRCs in district Balrampur have been presented in Table-2.15. A total of 110 BRC were sanctioned in the district as on March 31, 2008 and these sanctioned Centres were in position. The number of sanctioned posts of BRCs in the financial year 2008-09 was 18 and all these were in position. The details regarding number of NPRCs were not provided by the BSA Balrampur. There were 101 sanctioned and in position NRPC coordinators in these Centers.

Table-2.15: Details about BRC/NP

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC as on 31.03.08	110	110
2	No. of NRPC as on 31.03.08	-	-
3	No. of BRC in the financial year 2008-09	-	-
4	No. of NRPC in the financial year 2008-09	-	-
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator C. Others	9 9 -	9 9 -
6	Details of staff in NRPC: Coordinators	101	101

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.16 Children With Special Needs (CWSN)

There were 4684 CWSN children identified in the financial year 2008-09 but 612 (13.06 per cent) were enrolled. The BSA officials could not provide the data in form of boys and girls separately. All those who were enrolled were provided aids and appliances. There were 15 resource teachers identified for these children in schools (Table 2.16).

Table-2.16: Children With Special Needs (CWSN)

SI.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2008-09	-	-	4684
2	No. of children who have been provided with aids and appliances in financial year 2007-08	-	-	612
3	No. of resource teachers identified	-	-	15
4	No. of Itinerant teachers identified	-	-	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Findings and Suggestions

- Enrollment of CWSN was low in the district
- The additional ramps are also required.
- More parents of CWSN are to be given counseling.

2.17 National Programme for Education of Girls at Elementary Level (NPEGEL)

As shown in Table-2.16, there was a target of 77 model school clusters for the year 2008-09. All these cluster schools, popularly known as "**Meena Manch**" were made functional in the district as on 30.09.2009. In all the 77 model school clusters, drinking water and toilet facilities were provided. Apart from this, there was a target of 172 ECCE Centres operational under innovative head funds in the district. Out of these 159 were made functional during this financial year. A target of 127 ECCE centers operational under NPEGEL was also fixed for this financial year. All the 127 such centrs were made operational during this year.

Table-2.17: National Programme for Educational of Girls at Elementary Level (NPEGEL)

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Sl. No.	Details of Facilities	Target for 2008-09	Made functional as on 30.9.2008	Difference
1	2	3	4	5
1	Number of model schools clusters	77	77	-
2	No. of additional class rooms to be aided.	-	-	-
3	No of model clusters with drinking water	77	77	-
4	No of model clusters with toilet facility	77	77	-
5	No of model clusters with electrification	-	-	-
6	Quantum of funds to be released	-	-	-
7	No. of ECCE centers operational under Innovation Head funds	172	159	13
8	No. of ECCE centers operational under NPEGEL	127	127	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

Findings and Suggestions

- Additional rooms needed to be added in all model school clusters.
- All the model school clusters are still to be provided electricity.
- All the targeted number of model cluster schools were made operational in the district.

2.18 Kasturba Gandhi Balika Vidyalaya (KGBV)

11 KGBVs were sanctioned in Balrampur district and all of them were reported to be functional. The land has been identified and all the formalities of construction have been completed. It has been reported that detailed guidelines for running the KGBV have been received and are being followed (Table-2.18).

Table-2.18: Details about KGBV

Sl. No.	Details	Sanctioned For 2008-09	Made Functional as on 30.09.2008	Difference
1	Number of KGBV	-	11	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

The positions of 11 wardens cum teachers were sanctioned and all of them were in position. There were 44 full time teachers, 44 part time teachers and 66 support staff which were sanctioned. Against it, 38 full time teachers, 34 part time teachers and 62 support staff were working (Table-2.19).

Table-2.19: Teaching and Other Staff in KGBV

Sl. No.	Staff	Sanctioned	In Position
1	Warden cum Teachers	11	11
2	Full time Teachers	44	38
3	Part time Teachers	44	34
4	Support Staff (Accountant / Assistant, Peon, Chowkidar and Cook)	66	62

Source: Office of the Basic Shiksha Adhikari, District Balrampur

Findings and Suggestions

- Though all the sanctioned KGBV were in operation in the district but keeping in view the large size of Balrampur district, there is need that more KGBVs should be opened.

2.19 Details about District Information System for Education (DISE)/ Educational Monitoring and Information System (EMIS)

The district has EMIS with required computer and computer operator. The data formats were supplied to all schools latest by August. The data are being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 per cent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was imparted in October 2008 at block resource centers (BRC). Despite all this, we have observed that DISE is not working efficiently in the district.

2.20 Functioning of Village Education Committees (VEC)

It was reported that 100 per cent members of VEC were oriented with required training. It was observed during the field visit that most of the VECs were not functioning effectively.

2.21 Staffing in SSA Office

The district has full flagged staff for running the SSA Programme. Most of the important staff is in-position as evident from Table 2.20.

Table-2.20: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	6	4
4	Accountant	-	-
5	Computer Operator	1	1
6	EMIS In charge	1	1
7	Peon	3	3
8	Photographer	-	-
9	Junior Clerk	3	3
10	Driver	-	-

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

2.22 Details about DIET Officials

The details regarding DIET officials, their sanctioned positions, in place positions and the difference is presented in Table 2. 21.

Table-2.21: Details about DIET Officials

Sl No	Position	Sanctioned	Working	Difference
1	Principal	1	1	0
2	Vice- Principal	1	0	1
3	Sr. Lecturer	6	0	6
4	Lecturer	17	5	12
5	Lab Technician	1	0	1
6	Office Suptd.	1	0	1
7	Librarian	1	0	1
8	Accountant	1	1	0
9	Stenographer	1	1	0
10	Clerk	9	4	5
11	Peon	5	4	1

Source: Office of the Basic Shiksha Adhikari, District Balrampur.

The details about DIET officials presented in Table 2.21 indicated gap between sanctioned and working staff.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Schools:

Out of total sample schools, 32.00 per cent have been established before ten years. 20.00 per cent primary schools and 68.00 per cent upper primary schools were established ten years back or even before. 68.00 per cent sample schools were established within 10 years. As against this, around 55.00 per cent schools were constructed within last 10 year. In case of primary and upper primary schools, 64.00 per cent and 28.00 per cent schools have been constructed during last 10 years in Balrampur district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2008-09 to 2006-07)	0	2 (2.67)	0	2 (8.00)	0	4 (4.00)
2.	2 Years to 5 years (2005-06 to 2001-02)	7 (9.33)	11 (14.67)	17 (68.00)	16 (64.00)	24 (24.00)	27 (27.00)
3.	5 years to 10 year (2000-01 to 1996-97)	8 (10.67)	14 (18.66)	0	0	8 (8.00)	14 (14.00)
4.	10 year + (Before 1994-95)	60 (80.00)	48 (64.00)	8 (32.00)	7 (28.00)	68 (68.00)	55 (55.00)
	No. of Total Schools	75 (100.00)	75 (100.00)	25 (100.00)	25 (100.00)	100 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- Most of the primary schools (80.00 per cent) were established before ten years and the construction of 64.00 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 32.00 per cent schools have been established and 28.00 per cent of them were constructed before ten years.
- It shows that most of the constructions were done for the completion of backlog particularly in case of primary schools.
- More emphasis is required not only on the establishment and construction of new schools but also require more teachers for quality education.

3.2 Availability and Utilization of Classrooms:

Table 3.2 of Availability of classrooms and their utilization shows that maximum 9 rooms available only in 1 upper primary school out of 25 samples in the district Balrampur. But the

use of rooms as classroom is recorded to be 5 as maximum in 18 primary and 1 upper primary school of the district. The availability of 4 rooms in primary and 3 rooms in upper primary is found to be maximum which is 25 and 12 rooms constituting 33.33 and 48.00 per cent respectively.

In case of primary schools a maximum of 25 rooms is recorded available in 11 schools out of existing 75 sample schools vis-à-vis in case of upper primary schools, one school with use of 4 rooms is found to be maximum i.e. in 9 schools and 36.00 per cent of total 25 sample upper primary schools. The five rooms are found in 7, six rooms in 3, seven rooms in 3, eight rooms in 2 and nine rooms in 1, which constitutes 28.00, 12.00, 12.00, 8.00 and 4.00 per cent respectively of 25 sample upper primary schools.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	0	2 (2.67)	0	2 (8.00)
02	0	9 (12.00)	0	9 (36.00)
03	8 (10.67)	21 (28.00)	0	12 (48.00)
04	11 (14.67)	25 (33.33)	9 (36.00)	1 (4.00)
05	25 (33.33)	18 (24.00)	7 (28.00)	1 (4.00)
06	13 (17.33)	0 (12.00)	3 (12.00)	0
07	13 (17.33)	0 (12.00)	3 (12.00)	0
08	5 (6.67)	0 (8.00)	2 (8.00)	0
09	0	0 (4.00)	1 (4.00)	0
No. of Total Schools	75 (100.00)	75 (100.00)	25 (100.00)	25 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- The maximum no. of 25 (33.33 per cent) of the sample primary have using 4 rooms.
- The availability of 4 and 5 rooms are also good in primary schools.
- 33.33 per cent primary schools use four rooms and 48.00 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools:

In case of sample primary schools 58.67 per cent school have boundaries. But the availability of playground is recorded 44.00 per cent in primary schools. Sports items are also found in 64.00 per cent primary schools. The availability of mats and furniture were found in 76.00 percent and blackboard in

classrooms is found to be good, i.e. 89.33 per cent. Despite the availability of sports items, their use is found only in 64.00 per cent schools. There are 96.00 per cent primary schools have verandah in the school building. Majority of the schools (84.00 per cent) have one verandah and 12.00 per cent have more than one (Table 3.3).

In case of sample upper primary schools, 56.00 per cent schools have boundary and playground is also available in 56.00 per cent schools. The availability of sports items were found in 80.00 per cent upper primary schools. In the schools having with sports items their use was found in all 84.00 per cent of schools. The availability of mats/furniture were found in 92 per cent and blackboard all sample upper primary schools. There were 96 per cent upper primary schools have verandah and 96.00 per cent upper primary schools have single verandah. No any upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	33 (44.00)	42 (56.00)	14 (56.00)	11 (44.00)	47 (47.00)	53 (53.00)
Boundaries	44 (58.67)	31 (41.33)	14 (56.00)	11 (44.00)	58 (58.00)	42 (42.00)
Availability of Sport Items	48 (64.00)	27 (36.00)	20 (80.00)	5 (20.00)	68 (68.00)	32 (32.00)
Proper availability of Mats/Furniture	57 (76.00)	18 (24.00)	23 (92.00)	2 (8.00)	80 (80.00)	20 (20.00)
Black Board in Class Rooms	67 (89.33)	8 (10.67)	25 (1000.00)	0	92 (92.00)	8 (8.00)
Use of Sport Items	48 (64.00)	27 (36.00)	21 (84.00)	4 (100.00)	69 (69.00)	31 (31.00)
Schools without Verandah	3 (4.00)		1 (4.00)		4 (4.00)	
Schools with one Verandah	63 (84.00)		24 (96.00)		87 (87.00)	
Schools with More than one Verandah	9 (12.00)		0		9 (9.00)	

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- 47.00 per cent schools have play ground.
- Only 58.00 per cent schools were with boundary walls.
- 68.00 per cent schools have sports items.
- The available sports items are used by students are in 69.00 per cent schools.
- 80.00 per cent schools have mats and furniture.
- 92.00 per cent schools have blackboards in classroom.
- 87.00 per cent schools have at least one Verandah in the campus.
- Only 9.00 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis.
- Playground should be available in all schools.
- All schools must have sports items.

3.4 Availability of Drinking Water:

It has been found that 100.00 per cent primary and upper primary schools in the sample have drinking water facility. Out of existing drinking water facilities, 32.00 per cent PS have been arranged through Swajaldhara, 65.33 per cent from SSA and 2.67 per cent other sources. In case of upper primary

schools 36.00 per cent schools have drinking water facility from Swajaldhara, 61.00 per cent from SSA and 3.00 per cent from other sources (Table-3.4).

Table 3.4: Drinking Water Facility

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Facility Availability	75 (100.00)	0	25 (100.00)	0	100 (100.00)	0
Scheme	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA	Others (Various Nidhi)
Drinking Water	24 (32.00)	49 (65.33)	2 (2.67)	12 (48.00)	12 (48.00)	1 (4.00)
					36 (36.00)	61 (61.00)
						3 (3.00)

Source: Field survey, SSA programme, District Balrampur, U.P.

Findings and Suggestions

- The availability of drinking water facility in primary and Upper Primary Schools is cent per cent in the sample size of the district.
- The convergence of drinking water facility with Swajaldhara has been 36.00 per cent.
- 61.00 per cent funding of drinking water facility is done through SSA.
- After availability of drinking water facility, quality should be checked as pure water is the major factor for unhealthy children.

3.5 Toilet Facility:

The toilet facilities are available to 100.00 per cent boys and girls, at the primary and upper primary school level. The available toilet facilities were provided through SSA to 68.00 per cent sample schools at primary level and 80.00 per cent at upper primary schools. There are 13.33 per cent and 8.00 per cent facilities made available through Total Sanitation Scheme at primary and upper primary schools, respectively. It is evident from Table-3.5 that 10.67 per cent and 8.00 per cent primary and upper primary schools provided toilet facility through other sources.

Table-3.5: Availability of Toilet Facility

Particulars	Total School		Status of Toilets		Scheme under constructed		
	With Toile	With- out Toilet	Boys	Girls	TSS	SSA	Others
Primary Sch	69 (92.00)	6 (8.00)	69 (92.00)	69 (8.00)	10 (13.33)	51 (68.00)	8 (10.67)
Upper Prima School	24 (96.00)	1 (4.00)	24 (96.00)	24 (96.00)	2 (8.00)	20 (80.00)	2 (8.00)

Source: Field survey, SSA programme, District Balrampur, U.P.

Findings and Suggestions

- Toilet facilities are 100.00 percent available for boys and girls at primary and upper primary schools.
- For providing the facility, the TSS convergence should be utilized, as it is relatively low at present.

In course of survey it is revealed that many existing toilets were not in use because of multiple reasons. It was found that around 30.00 per cent existing toilet facilities were not in use at primary and upper primary schools. These were on account of improper maintenance of toilet facilities (Table-3.6).

Table 3.6: Reason for Non-use of Toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked	0 (0.00)	0 (0.00)	0 (0.00)
Shock pit Filled	0 (0.00)	1 (25.00)	1 (3.33)
Door and Seats has Cracked	21 (80.87)	1 (25.00)	22 (73.33)
Others	5 (19.23)	2 (50.00)	7 (23.34)
Total	26 (100.00)	4 (100.00)	30 (100.00)

Source: Field survey, SSA programme, District Balrampur, U.P

Findings and Suggestions

- The toilet facilities are not used in a high per cent of primary and in also high per cent of upper primary schools.
- 30.00 per cent schools of the district, in which existing toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment:

It was found that 94.67 per cent in primary and in all upper primary schools have a good atmosphere and 82.67 per cent primary and 72.00 per cent upper primary schools' students were satisfied with proper ventilation in the classrooms. In 100.00 per cent primary and upper primary schools, proper space for sitting of students is found. But the health facilities were reported to be provided during the last six months in 24.00 per cent sample schools which is too less.

Table No. 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	71 (94.67)	4 (5.33)	25 (100.0)	0	96 (96.00)	4 (4.00)
Proper ventilation in Classrooms	62 (82.67)	13 (17.33)	18 (72.00)	7 (28.00)	80 (80.00)	20 (20.00)
Proper Space in Class room for sitting to student	75 (100.0)	0	25 (100.0)	0	100 (100.0)	0
Schools provided health facilities last 6 month	20 (26.67)	55 (73.33)	4 (16.00)	21 (84.00)	24 (24.00)	76 (76.00)

Source: Field survey, SSA programme, District Balrampur, U.P

Findings and Suggestions

- Overall school environment is found too- good but provision of health facilities in primary and in upper primary schools is not attended properly. This should be taken up more frequently.

3.7 Condition of School Buildings:

It has been found that 13.34 per cent primary school buildings were in bad condition. In case of primary schools 33.33 percent buildings were found in good condition and 68.00 per cent in good condition were found in upper primary schools. 53.33 per cent in primary and 32.00 percent in upper primary schools building were in satisfactory state in Balrampur district.

Table 3.8: Condition of School Buildings

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	25 (33.33)	40 (53.33)	10 (13.34)	75 (100.0)
2	Upper Primary Schools	17 (68.00)	8 (32.00)	0	25 (100.0)
3	Total	42 (42.00)	48 (48.00)	10 (10.00)	100 (100.0)

Source: Field survey, SSA programme, District Balrampur, U.P.

Findings and Suggestions

- 13.34 per cent primary school buildings are in bad shape.
- In view of this special provision of repairs should be made to consider the students' safety.

3.8 Reasons for Bad Condition:

On an average, in 10 schools out of sample primary schools those were in bad conditions, quality of construction was not found good as cracks were developed in roofs in 6 schools and cracked

plaster in 2 primary schools. In 2 primary schools, no door and window were found. No cracked roof, cracked plasters, doors/windows problem was found in the sample of upper primary school which is clearly depicted in the Table-3.9.

Table 3.9: Reasons for bad Condition Schools

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Total
Primary Schools	6 (60.00)	2 (20.00)	2 (20.00)	10 (100.0)
Upper Primary Schools	0	0	0	0
Total	6 (60.00)	2 (20.00)	2 (20.00)	10 (100.0)

Source: Field survey, SSA programme, District Balrampur, U.P

Findings and Suggestions

- 10 out of total sample primary schools are in bad condition, there are cracks in roof and developed cracks in plasters also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER TRAINING AND ENROLLMENT

4.1 In Position Teachers and Attendance:

The survey and its results have shown a gap between sanctioned number of teachers and actual working teachers in the sample primary schools of Balrampur. The average number of sanctioned teachers turns out to be around 5 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra were 0.93, 2.19 and 1.88 respectively, in each category. But the average number of teachers holding position presently turns out to be less than this as shown in Table-4.1(a).

Table 4.1(a): Teachers and Their Attendance in Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of Sanctioned Teachers	70 (18.67)	164 (43.73)	141 (37.60)	375 (100.00)
2	Average No. of Teachers Sanctioned per School	0.93	2.19	1.88	5.00
3	No. of Teachers Working in the Schools	60(85.71)	11(6.71)	127(90.07)	198(52.80)
4	Average No. of Teachers Working per School	0.80	0.15	1.69	2.64
5	No. of Teachers found present on the Day of Visit	58(96.61)	7(63.64)	116(91.34)	181(91.41)
6	Average No. of Teachers found present on the Day of Visit per School	0.77	0.09	1.55	2.41
7	Reason of Absenteeism:	1(50.00)	2(50.00)	3(27.27)	6(35.29)
	a. Training				
	b. Sickness	0(0.00)	0(0.00)	0(0.00)	0(0.00)
	c. For Salary	0(0.00)	0(0.00)	0(0.00)	0(0.00)
	d. School Related Extra Work	0(0.00)	0(0.00)	1(9.09)	1(5.88)
	e. On Leave	0(0.00)	1(25.00)	0(0.00)	1(5.88)
	f. Others (Working in Board Examination)	1(50.00)	1(25.00)	7(63.64)	9(52.95)
8	g. Attached with other school	0(0.00)	0(0.00)	0(0.00)	0(0.00)
	Total	2(100.00)	4(100.00)	11(100.00)	17(100.00)
	Habitual Absentees	-	-	-	-

Source: Field survey, SSA Programme, District Balrampur, U.P.

Average number of teachers were found present on the day of our visit was less than 1 teacher in each category except Shiksha Mitra, which was higher then one (1.55). The main

reason for absenteeism of the teachers' had been their involvement in board examinations (52.95 percent) and they were on leaves (5.88 percent). Busy in other school related extra work (5.88 per cent). No teacher was found in the category of sickness, habitual absentees and in the category of salary work in the district Balrampur Table 4.1(a).

Table-4.1(b): Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of Sanctioned Teachers	25	47	72
2	Average No. of Teachers Sanctioned per School	1.00	1.88	2.88
3	No. of Teachers Working in the Schools	17(68.0)	8(17.02)	25 (34.72)
4	Average No. of Teachers Working per School	0.68	0.32	1.00
5	No. of Teachers found present on the Day of Visit	17 (100.00)	8 (100.00)	25 (100.00)
6	Average No. of Teachers found present on the Day of Visit per School	0.68	0.32	1.00
7	<u>Reason of Absenteeism:</u>	0	0	0
	a. Training	0	0	0
	b. Sickness	0	0	0
	c. For Salary	0	0	0
	d. School related Extra Work	0	0	0
	e. On Leave	0	0	0
	f. Others	0	0	0
	Total	0	0	0
8	Habitual Absentees	0	0	0

Source: Field survey, SSA programme, District Balrampur, U.P.

In upper primary schools around 34.72 per cent out of the sanctioned teachers were reported in position. 100.00 per cent teachers at the upper primary level were found present on the day of our team visit is clear in the given table-4.1(b)

Findings and Suggestions

- Teacher-students ratio were not found satisfactory (1:69)* in primary schools.
- Teacher-students ratio were found satisfactory (1:122)* in upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

* Ratio has been taken from the No. of teachers working and No. of students enrolled as on the date of visit.

4.2 Teachers Training:

There were 129 of the sample primary school teachers reported to have received training in Balrampur. Maximum (48.06 per cent) teachers received training on teaching and learning. Another (10.86 per cent) have been imparted training in other assignments and remaining 10.08 per cent teachers were trained for computer work. 31.00 percent primary teacher has taken training for library science in the district.

In case of upper primary schools, 23 teachers reported to have received training in Balrampur. Maximum (43.48 per cent) teachers received training on teaching and learning, 8.70 per cent have received training in computer and 26.09 per cent have received training in library science. Remaining 21.73 per cent teachers were trained for other programme.

In primary schools 4.65 per cent teachers attended training at DIET, 94.57 per cent at BRC and 0.78 per cent at NRPC. In case of upper primary schools about 30.44 per cent of the teachers who attended training programmes and got training in DIET. 65.22 per cent teachers were trained at BRC and 4.34 per cent teachers were trained at other venues.

Most of the trainers were found from BRC coordinators for primary as well as upper primary school teachers followed by others in upper primary schools and NRPC coordinators in primary schools. (Table -4.2).

Table-4.2: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Types of Training: a. Teaching Learning	62(48.06)	10(43.48)	72(47.36)
	b. Library	40(31.00)	6(26.09)	46(30.26)
	c. Computer	13(10.08)	2(8.70)	15(9.88)
	d. Other	14(10.86)	5(21.73)	19(12.5)
	Total	129(100.00)	23(100.00)	152(100.00)
2	Training Venue: a. DIET	6(4.65)	7(30.44)	13(8.55)
	b. BRC	122(94.57)	15(65.22)	137(90.13)
	c. NRPC	1(0.78)	0(0.00)	1(0.66)
	d. Other	0(0.00)	1(4.34)	1(0.66)
	Total	129(100.00)	23(100.00)	152(100.00)

	Trainers:			
3	a. DIET Faculty	1(0.78)	0(0.00)	1(0.65)
	b. BRC Coordinator	127(98.44)	15(65.22)	142(93.42)
	c. NRPC Coordinator	1(0.78)	0(0.00)	1(0.65)
	d. Other	0(0.00)	8(34.78)	8(5.28)
	Total	129 (100.00)	23(100.00)	152(100.00)
4	Satisfied with Training Inputs	133(100.00)	18(100.00)	152(100.00)
5	Not Satisfied with Training Inputs	0(0.00)	0(0.00)	0(0.00)
6	Duration of Training:			
	a. 1 to 3 Days	27(20.93)	6(26.08)	33(21.71)
	b. 4 to 6 Days	90(69.77)	4(17.39)	94(61.84)
	c. 7 to 15 Days	11(8.52)	12(52.18)	23(15.13)
	d. Up to 30 Days	1(0.78)	1(4.35)	2(1.37)
	Total Teachers Trained	129(100.00)	23(100.00)	152(100.00)

Source: Field survey, SSA programme, District Balrampur, U.P.

The majority of teachers attending different training programmes were satisfied with the training inputs. The teachers were satisfied with these training programmes.

An analysis of training duration indicates that 69.77 per cent trainees received training of 4 to 6 days followed by 20.93 per cent have 1 to 3 days and 8.52 per cent received training of 7 to 14 days duration respectively in primary school.

Contrary to this in upper primary schools, maximum of 52.18 per cent trainees received training of 7 to 15 days followed by 26.08 per cent of 1 to 3 days and 17.39 per cent of 4 to 6 days.

Findings and Suggestions

- 100.00 per cent working teachers in primary and upper primary schools have received training.
- 21.71 per cent trainees received training of 1 to 3 days duration.
- 61.84 per cent trainees received training of 4 to 6 days duration.
- 15.13 per cent trainees received training of 7 to 15 days duration.
- 1.37 per cent trainees received training up to 30 days.
- Training module lacks training of core subjects like math, English.
- Training duration should be longer and it should be in summer vacation.
- Impact of training should be visualized on ground reality.

4.3 Enrollment and Attendance:

The total primary schools students identified in the Child Survey were found 13,874 and the number of enrolled primary students according to register were found 13,642. The total upper-primary schools students identified in the Child Survey were found 3119 and the number of enrolled upper-primary students according to register

were found 3048 (Table-4.3 a). Thus the total enrollment of boy students up to primary schools level was 95.56 per cent. However, the same is relatively lower-side 86.33 per cent in case of girl students. The total enrollment of boy students up to upper primary schools level was more than 75.32 per cent. However, the same is relatively lower 46.60 per cent in case of girl students. The student's attendance as per register records varied from 82.44 per cent in primary schools to 55.12 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported 77.11 per cent and 55.44 per cent respectively.

Table 4.3 (a): Enrollment and Presence of Students

Sl. No.	Particulars	Total No of Student up to Sep 30, 2008	No. of Enrollment Student according to Register	No. of Present Student according the Register	No. of Student Present in the Date of Visit	No. of Schools with Low Attendance
Primary School						
1	No. of Boys Average no. of Boys per School	7262(96.83)	7167(95.56)	3412(45.49)	3145(41.)	33*
	No. of Girls Average no. of Girls per School	6611(88.15)	6475(86.33)	2771(36.95)	2638(35.17)	
	No. of Total Student Average no. of Students per school	13873(184.97)	13642(181.89)	6183(82.44)	5783(77.11)	
Upper primary school						
2	No. of Boys Average no. of Boys per School	1949(77.96)	1883(75.32)	787(31.48)	800(32.00)	9*
	No. of Girls Average no. of Girls per School	1170(46.80)	1165(46.60)	591(23.64)	586(23.44)	
	No. of Total Student Average no. of Students per School	3119(124.76)	3048(121.92)	1378(55.12)	1386(55.44)	

Source: Field Survey.

* shows attendance of students below 50 per cent

Findings and Suggestions

- There has been a difference between reported students and enrolled students.
- Only 82.44 per cent of the enrolled students were present on register and 77.11 per cent on the day of visit in primary schools.
- 55.13 per cent of the enrolled students were present on register and 55.44 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.

The main reason of student's absent was agricultural activities, which was reported to 38.67 per cent in primary schools and 40.00 per cent in upper primary schools. Students reported absent for reasons like lack of quality education and due to new schools were 16.00

and 2.67 per cent in primary and 4.00 & 24.00 per cent in upper primary schools. Other reasons like performing the marketing activities or visiting fairs or on some occasions and other family engagements also caused student's absence from the school (Table-4.3 b).

Table 4.3(b): Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	29(38.67)	10(40.00)	39(39.00)
2	Local Fairs/Markets	4(5.33)	3(12.00)	7(7.00)
3	Discrimination in Facilities	7(9.33)	2(8.00)	9(9.00)
4	Occasions (Marriage Parties and Festivals)	3(4.00)	1(4.00)	4(4.00)
5	Lack of Education	12(16.00)	2(8.00)	14(14.00)
6	Due to New School	2(2.67)	1(4.00)	3(3.00)
7	Other	18(24.00)	6(24.00)	24(24.00)
	Total	75(100.00)	25(100.00)	100(100.00)

Source: Field Survey, SSA Programme, District Balrampur, UP

Findings and Suggestions

- 39.00 per cent students were found absent due to their involvement in agricultural activities.
- 14.00 percent due to lack of education and 9.00 percent students were found absent due to discrimination in facilities.
- This should be discussed in length in PTAs frequently.

4.4. Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by school authority in 75 schools in primary and 25 schools in upper primary through interaction with parents, information notice and other strivings. VEC members' efforts were made in 71 primary and 25 upper primary schools through awareness and VEC meetings. Parents Teacher Association (PTA) also involved in attendance improvement in 76.19 per cent primary schools and 60.00 per cent upper primary schools. In order to improve the attendance 63 sample schools have interaction with the parents, VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was not found satisfactory.

Table 4.4: Efforts for Improving Student's Attendance

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Efforts made by the Schools: a. Interactions with Parents b. Through Information Notice c. Other	0(0.00) 65(86.67) 10(10.33)	0(0.00) 23(92.00) 2(8.00)	0(0.00) 88(88.00) 12(12.00)
	Total	75(100.00)	25(100.00)	100(100.00)
2	Efforts made by V.E.C.: a. Awareness in Community b. Meeting of VEC c. Others	5(6.67) 66(88.00) 4(5.33)	0(0.00) 25(100.00) 0(0.00)	5(5.00) 91(91.00) 4(4.00)
	Total	75(100.00)	25(100.00)	100(100.00)
3	Efforts made by P.T.A.: a. Interaction with Parents b. Regularly Meeting of P.T.A. c. Distribution of Facilities d. Other	48(76.19) 1(1.59) 11(17.46) 3(4.76)	15(60.00) 2(8.00) 7(28.00) 1(4.00)	63(71.59) 3(3.41) 18(20.45) 4(4.55)
	Total	63(100.00)	25(100.00)	88(100.00)

Source: Field Survey, SSA Programme, District Balrampur, UP

Findings and Suggestions

- Efforts were made by schools VEC and PTA for improving the student's attendance.
- Role of parent's teachers meetings were minimum in this respect.
- There should be more concentrated efforts and in each school to improve students attendance.
- There should be a more efficient and regular monitoring system to check students attendance.

4.5 Achievement Level of Students:

The implementation of grading system was made functional in all sample schools of district Balrampur. Students test was conducted as per norms in each and every sample schools by our team. The grading was done in six categories i.e. A, B, C, D, E and F. In the test, which was taken in course of field visit in sample schools, the overall performance of the students of primary and upper primary is given in table 4.5 a. The test in primary level schools was conducted by our survey team on the basis of randomly selected students from class 5th and in upper primary students from class 8th. Table 4.5 (b) gives the picture of achievement level of sampled primary schools students, which cover three subjects-(1) Hindi, (2) English and (3) Math's. Table 4.5 (c) give the picture of achievement level of sampled upper-primary schools students, which cover four subjects-(1) Hindi, (2) English, (3) Math's. and (4) Science. It has been found that maximum students are bellow average. It reflects the poor quality of education both at primary and upper primary level.

Table 4.5 (a): Grading System in Schools

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Test of Student according Norms in School	75(75.00)	25(25.00)	100 (100.00)
2	Implementation of Grading System in School	75(75.00)	25(25.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Table 4.5 (b): Achievement Level in Student's Test

S1. No.	Achievement I Level	Primary Schools				Math'	
		Hindi		English			
		Reading	Writing	Reading	Writing		
1.	"A" (75% and Above)	5 (6.67)	0 (0.00)	2 (2.67)	1 (1.33)	1 (1.33)	
2.	"B" (60%-74%)	19 (25.33)	25 (33.33)	15 (20.00)	16 (21.33)	21 (28.00)	
3.	"C" (50%-59)	37 (49.33)	19 (25.33)	29 (38.67)	24 (32.00)	26(34.67)	
4.	"D" (33%-49%)	10 (13.33)	20 (26.67)	22 (29.33)	17 (22.67)	11(14.67)	
5.	"E" (1%-32%)	4 (5.34)	11 (14.67)	7 (9.33)	17(22.67)	16(21.33)	
6.	Total	75(100.00)	75(100.00)	75(100.00)	75(100.00)	75(100.00)	

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Table. No. 4.5(c) Achievement Level in Student's Test

S1. No.	Achievement I Level	Upper Primary Schools				Math's	Science		
		Hindi		English					
		Reading	Writing	Reading	Writing				
1.	"A" (75% & Above)	1(4.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)		
2.	"B" (60%-74%)	6(24.00)	8(32.00)	1(4.00)	2(8.00)	4(16.00)	0(0.00)		
3.	"C" (50%-59)	14(56.00)	4(16.00)	9(36.00)	10(40.00)	9(36.00)	12(48.00)		
4.	"D" (33%-49%)	3(12.00)	4(16.00)	5(20.00)	5(20.00)	5(20.00)	7(28.00)		
5.	"E" (1%-32%)	1(4.00)	9(36.00)	10 (40.00)	8 (32.00)	7(28.00)	6(24.00)		
6.	Total	25 (100.00)	25(100.00)	25(100.00)	25(100.00)	25(100.00)	25(100.00)		

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- The implementation of students test as per prescribed norms was found poor in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6 Students Behaviour with their Teachers:

Almost in 28.00 per cent students' behavior with their teacher were found good and 68.00 per cent students' behaviour found satisfactory in primary schools. A very few school teacher reported bad behaviour of students with him in primary as well as in upper primary school i.e. 4.00 per cent. In case of upper primary schools, 24.00 per cent and 72.00 per cent students' behaviour with their teacher is found to be good and satisfactory (Table-4.6).

Table 4.6: Behaviour of Students

SI No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	21(28.00)	06(24.00)	28(28.00)
2.	Satisfactory	51(68.00)	18(72.00)	68(68.00)
3.	Bad	03(4.00)	1(4.00)	04(4.00)
4	Total	75(100.00)	25(100.00)	100(100.00)

Source: Field Survey, SSA Programme, District Balrampur, UP

Findings and Suggestions

- 28.00 per cent students' behaviour with their teachers was found good.
- Teachers should maintain their dignity and moral by their teachings.

4.7 Age of Enrolled Students and Left out Students:

Enrollment of students in primary school was not found as per age norms. In case of primary schools average number of enrolled students those were having less age than norms was found 1.79 and about 1.54 average numbers of students with more age was found. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.7 (a): Student Enrolled with less or more age group

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled Students with More or Less Age	34 (0.25)	20 (10.15)	0	17 (10.56)
2	No. of Schools with Less or More Age Student	19 (25.33)	13 (17.33)	0	8 (32.00)
3	Average no. of Enrolled Student with More or Less Age per School	1.79	1.54	0	2.13

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- 10.00 per cent to 11.00 per cent of the total enrolled students have not found enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.

It has been found that 372 students, out of which 215 boys and 157 girls left out the studies from primary schools. Also 89 students out of which 61 boys and 28 girls left out the studies from upper-primary schools of Balrampur district. Number of students having dropout are 15 primary and 7 upper primary schools. Average drop out students per primary school and upper primary school is 25 and 13 respectively. Number of other schools where the dropout students of primary and upper primary schools were studying is 205 and 15. (Table 4. B)

Table 4.7(b): Left-Out Students and Related Information

Sl. No.	Particulars	Primary School	Upper Primary School
1	No. of Dropout Student:		
	a. Boys	215	61
	b. Girls	157	28
	c. Total	372	89
2	No. of Schools having Student Dropout	15	7
3	Student Dropout per School	24.8	12.7
4	No. of Other Schools where Dropout Student are Studying	205	15

Source: Field Survey, SSA Programme, District Balrampur, U.P

Average number of student studying in same class per schools were 6.0 in primary and 2.00 in upper-primary schools (Table-4.7 C).

Table 4.7(C): Student Studying in Same Classes

Sl. No.	Particulars	Primary School	Upper Primary School
1	No. of student studying in same class	215	19
2	No. of schools where students studying in same class	38	8
3	Average no. of student studying in same class per schools	5.67	2.38

Source: Field Survey, SSA Programme, District Balrampur, U.P.

* Percentage has been adopted from the data as on 30.09.07.

Findings and Suggestions

- Over all left out students are 372 in primary schools and 89 are in upper-primary schools but most of them are reading in other schools.
- 38 primary and 8 upper primary schools are having student's studding in same class.
- 59 students are studying (repeating) in the same classes in primary and 28 in upper primary schools.
- The boys' left out is higher in primary schools. The overall left-out rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.8 Children with Special Needs (CWSN):

About 37 of schools going age group CWSN of the villages were enrolled in the schools. Most of the enrolled disabled children 78.38 per cent were boys and remaining 21.62 per cent were girls. Majority (54.05 per cent) of the disabled children were suffering from legs problems 24.32 percent of disabled children were suffering from both legs and hand.

Table 4.8(a): Children with Special Needs (CWSN)

SI No.	Particulars	Primary School	Upper Primary School	Total
No. of Disabled Children in Village related to School:				
1	a. Boys	26 (70.27)	11 (91.67)	37 (75.51)
	b. Girls	11(29.73)	1 (8.33)	12 (24.49)
	Total	37 (100.00)	12 (100.00)	49 (100.00)
No. of Enrolled Disabled Children:				
2	a. Boys	19 (73.08)	10 (90.91)	29 (78.38)
	b. Girls	7(26.92)	1(9.09)	8(21.62)
	Total	26(100)	11(100.00)	37(100.00)
Types of Disability in Students:				
3	a. Legs	11(42.31)	9(81.82)	20(54.05)
	b. Hand	2(7.69)	0(0.00)	2(5.41)
	c. Legs and Hand Both	8(30.77)	1(9.09)	9(24.32)
	d. Others	5(19.23)	1(9.09)	6(16.22)
	Total Disabled Students	26(100.00)	11(100.00)	37(100.00)

source: Field Survey, SSA Programme, District Balrampur, U.P.

Only around 43.24 per cent of the enrolled handicapped children were provided with required appliances and aids. Average number 2.42 of parents counseling made per school about CWSN cases were also low. There were 71.00 per cent schools where having ramps (Table-4.8 b).

Table 4.8(b): **Provisions for Children with Special Needs (CWSN)**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
	<u>Facilities provided to the Student:</u>			
	• No. Of student with artificial Limbs	1 (8.33)	0	1 (6.25)
	• Crutches	0	0	0
	• Tricycles	0	0	0
	• Wheel Chair	0	1(25.00)	1(6.25)
1	• Stick for Blind	0	0	0
	• Calicepers	0	0	0
	• Hearing Aids	0	0	0
	• Other	11 (91.67)	3 (75.00)	14 (87.50)
	Total	12 (100.00)	4 (100.00)	16 (100.00)
2	No. of Schools with Ramps	58 (77.33)	13 (52.00)	71 (71.00)
3	No. of Schools without Ramps	17 (22.67)	12 (48.00)	29 (29.00)
4	No. of Parents Counseled about CWSN Care	45	18	63
5	No. of Schools in which Parents Counseled about CWSN Care	19	7	26
6	Average no. of Parents Counseled per School	2.37	2.57	2.42

Source: Field Survey, SSA Programme, District Balrampur.U.P

Findings and Suggestions

- Enrollments of existing CWSN were 75.51 per cent in the district.
- The availability of appliances and aids were only for 43.24 per cent of enrolled students.
- It was required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution:

The free text book distribution was found in the entire sample primary and upper primary schools. But in 4 primaries and in 1 upper primary schools students could not receive their books in time. In fact these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. Out of 5 schools, students who could not receive their books in time, not even a single school text books distribution was delayed due to delivery or from district office(table-4.9)

Table 4.9: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary School	Total
	<u>Students provided Free Text Books of All Subjects:</u>			
1	• Boys	7521 (53.46)	1723 (63.11)	9244 (55.03)
	• Girls	6547 (46.54)	1007 (36.89)	7554 (44.97)
	• Total	14068 (100.00)	2730 (100.00)	16798 (100.00)
2	No. of Schools in which Book Distribution Delayed	4 (5.33)	1 (4.00)	5 (5.00)
3	No. of Schools in which Book Distribution have been Done Timely	71 (94.67)	24 (96.00)	95 (95.00)
4	Total No of schools in which book distributed	75 (100.00)	25 (100.00)	100 (100.00)
	<u>Reason for delay in Text Book Distribution:</u>			
5	a. Delay Delivery b. from District Office	0 (0.00)	0 (0.00)	0 (0.00)
	c. Less availability of Books	0 (0.00)	0 (0.00)	0 (0.00)
	d. Others	4 (100.00)	1 (0.00)	5 (5.00)
	e. Total	4(100.00)	1(100.00)	5(100.00)

Source: Field Survey, SSA Programme, District Balrampur. U.P.

Findings and Suggestions

- About 5.00 per cent schools did not distribute books in time.
- Timely distribution of books is a good sign of proper management of the district office.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Students Taking Mid Day Meal

It was tried to assess that how many children actually take mid day meal in relation to their enrollment and attendance. As evident from Table 5.1 that the presence of students was neck to neck less than 14.03 per cent in primary schools and 14.14 per cent in upper primary schools on the day our visit to sample schools as compared with the presence of these students on previous day of our visit. The proportion of children availing MDM as shown in MDM register out of total children present on previous day of our visit were around 75 per cent in primary and 100 per cent in upper primary schools. While on the day our visit, percentage of such children was around 81 in primary and 96 in upper primary schools. It is further revealed that there was a difference between the number of students shown as taking the MDM and as those actually taking MDM. No student was found bringing lunch from home.

Table 5.1: Enrollment/parents/number of students Taking meals

No	Details	Previous day of visit		On the day of visit		Percentage Gaps	
		Primary Schools	Upper Primary Schools	Primary Schools	Upper Primary Schools	Primary Schools	Upper Primary Schools
1.	Enrollment	13200	2638	13200	2638	-	-
2.	No. of children present in the schools	6572 (49.79)	1337 (50.68)	5650 (42.80)	1148 (43.52)	14.03	14.14
3.	No. of Children availing MDM as per MDM register	4918 (74.83)	1314 (99.77)	4595 (81.33)	1104 (96.17)	6.57	15.98
4.	No. of children actually availing MDM	2518 (51.20)	465 (35.39)	2189 (47.64)	380 (34.42)	13.07	18.28
5.	No. of students bringing lunch from home	0	0	0	0	0	0

Source: Field Survey.

Findings and Suggestions:

- The attendance of students was found to be less than about 7 per cent in primary and upper primary schools between on the day of our Visit and a day before our visit.
- Around 48 percent students in primary and 35 per cent students in upper primary schools used to take MDM in Balrampur district.
- There was a gap of +6.5 per cent students in primary and -3.6 per cent in upper primary school between a day before our visit and on day of our visit of students shown in register as taking MDM.

5.2 Provision of Hot Cooked Meal in Schools

The students, teachers and parents of sample primary and upper primary schools were asked whether they get hot cooked meal or not?. The replies given by them have been shown in Table 5.2. The table shows that 57 per cent students, teachers and parents of primary schools have reported that they do not get hot cooked meal. In upper primary schools, 40 per cent of each of them said that they do not get hot cooked meal. Thus, in majority of schools of Balrampur district hot cooked meal is not being served.

Table 5.2: Response about Hot Cooked Meal

Hot Cooked meal served in schools	Primary Schools		Upper Primary Schools	
	Yes	No	Yes	No
(1) Students	32 (42.67)	43 (57.33)	15 (60.00)	10 (40.00)
(2) Teachers	32 (42.67)	43 (57.33)	15 (60.00)	10 (40.00)
(3) parents	32 (42.67)	43 (57.33)	15 (60.00)	10 (40.00)

Source: Field Survey.

Each one of them has reported that mainly the non-availability of food grains and other materials is the main reason of not availability of hot cooked food, in case of upper primary school 40 per cent students, teachers and parents respond unavailability of budget,, Absence of cooks and non-availability of cooking fuel are other two important reasons for non-availability of hot cooked meal. 28 per cent of students, teachers and parents of primary schools says that all problems of MDM hot cooked meal is due to carelessness of gram pradhans Table 5.2 (A).

Table 5.2 (A): Reasons for hot cooked meal not served in schools

Reasons	Primary Schools			Upper Primary Schools		
	Students	Teachers	Parents	Students	Teachers	Parents
1. Non-available of Food grain & other Materials	19 (44.19)	21 (48.83)	15 (34.88)	6 (60.00)	6 (60.00)	6 (60.00)
2. Budget not Available	12 (27.91)	10 (23.26)	18 (4.86)	4 (40.00)	4 (40.00)	4 (40.00)
3. Careless of gram Pradhan	12 (27.91)	12 (27.91)	10 (27.91)	0	0	0

Source: Field Survey.

Findings and Suggestions:

- It is evident that hot cooked meal is not being served in majority of primary and Upper primary schools of Balrampur district.
- The non-availability of food grain has been attributed as the main reason of such situation. The VEC and BSA should ensure that hot cooked meal is given.

5.3 Regularity in Delivery of Food Grains:

It was reported that there was no regularity in delivery of food grains in majority of primary and upper schools of the district as Table 5.3 shows. The prime reason of irregularity was. The buffer stock for one month was hardly available in 21 per cent of primary and 28 per cent of upper primary schools. It has been reported that food grain is delivered only in case of 37 of primary and 32 per cent of upper primary schools of the district.

Table 5.3: Regularity in Delivery of Food Grains to Schools

Sl.No	Particulars	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	Regular Supply of Cereal to schools	32 (42.67)	43 (57.33)	75 (100.0)	10 (40.00)	15 (60.00)	25 (100.0)
2	if delay in Supply, then reasons						
	a. Non-available of Food grain & other Materials		19(44.19)			9(60.00)	
	b. Fuel not available		12(27.91)			2(13.33)	
	c. Budget not Available		12(27.91)			4(26.67)	
3	Buffer Stock at schools for one month	16 (21.33)	59 (78.67)	75 (100.0)	7 (28.00)	18 (72.00)	25 (100.0)
4	Food grains delivered at the schools	28 (37.33)	47 (62.67)	75 (100.0)	8 (32.00)	17 (68.00)	25 (100.0)

Source: Field Survey.

Findings and Suggestions:

- There is no regularity in supply of food grain and stock for one month is hardly kept.
- This is a serious operational problem of MDM in the district and it should be looked in to seriously. The main problem is delay in regular supply from the district.

5.4 Continued Availability of Cost of Food Cooking:

It has been reported that majority of primary and upper primary schools did not receive cooking cost regularly in advance and hence in majority of schools the supply of MDM was stopped (Table 5.4). In all the schools, cooking cost was paid in cash.

Table 5.4: Continued availability of cost of food cooking to schools

Sl.No	Particulars	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	Schools receiving cooking cost in advance regularly	32 (42.67)	43 (57.33)	75 (100.0)	15 (60.00)	10 (100.0)	25 (100.0)
2	if no, Schools manage MDM programme through:						
2	School Teacher paid from own sources			1 (2.33)		-	
3	Gram Pradhan paid from own sources			14 (32.56)		2 (20.00)	
4	Carried at shop keeper			8 (18.60)		-	
5	Not supplying the MDM			20 (46.51)		8 (80.00)	
7	Cooking cost of MDM paid by cash or through bank			Cash		Cash	

Source: Field Survey.

Findings and Suggestions:

- Most of the VECs did not receive the cost of cooking regularly in advance.
- The district magistrate should ensure the timely payment of cost of cooking.

5.5 Social Dimension and Satisfaction of Students:

It was enquired from the sample primary and upper primary schools about any sort of discrimination being practiced on the lines of castes/gender and religion in serving of MDM in the district. It was reported from all the primary and upper primary schools of the district that there is no such discrimination in the district. It was also found that menu was written on the walls of every school but food was not served according to menu on more than 40 per cent of primary and 56 per cent upper primary schools, and in majority of schools daily menu did not include rice/wheat, dal and vegetables. In near about 57 per cent of a primary and 48 per cent upper primary schools, students were not happy with the quantity and quality of foods served under MDM. The non-serving of food according to menu was the main reason of dissatisfaction of students.

Table 5.5: Social equity/variety, quality, quantity of meal & supplements

Sl. No.	Particular	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	Discrimination of caste/gender & religion in food servicing	-	75 (100.0)	75 (100.0)	-	25 (100.0)	25 (100.0)
2	No. of schools in which menu written on well	75 (100.0)	-	75 (100.0)	25 (100.0)	-	25 (100.0)
3	Food supplied according to weekly menu.	45 (60.0)	30 (40.00)	75 (100.0)	11 (44.00)	14 (56.00)	75 (100.0)
4	Daily menu includes rice/wheat dal & vegetable	32 (42.67)	43 (57.33)	75 (100.0)	16 (64.00)	9 (36.00)	75 (100.0)
5	No of schools where students are happy with the quality of food.	32 (42.67)	43 (57.33)	75 (100.0)	13 (52.00)	12 (48.00)	75 (100.0)
6	No of school where students are happy with the quantity of food	32 (42.67)	43 (57.33)	75 (100.0)	13 (52.00)	12 (48.00)	75 (100.0)
7	Reason for not being happy with the mid day meal:						
a.	Food haven't been cooked according to menu	25 (58.14)			8 (66.67)		
b	lack of quality	11 (25.58)			2 (16.67)		
c.	lack of quantity	7 (16.28)			2 (16.67)		

Source: Field Survey.

Findings and Suggestions:

- The fact has emerged that the food is not served according to menu and students are generally not satisfied with the quality and quantity of food given to them.
- The officials should ensure that food is served according to menu and quality is maintained.

5.6 Food Supplements:

37.33 per cent students of primary and 48 per cent students of upper primary reported that micro-nutrients and de-worming medicines are not given to them. About half of the sample size schools of primary and 36 per cent upper primary schools students (Table 5.6).

Table 5.6: Food Supplements

Sl. No	Particular	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	No of schools where students are given micro-nutrients & de-worming medicine	47 (62.67)	28 (37.33)	75 (100.0)	13 (52.00)	12 (48.00)	25 (100.0)
2	Micro-nutrition a. ANM b. Others		26 (55.32) 21 (44.68)			8 (61.54) 5 (38.46)	
3	Duration/frequency of micro nutrition supplements a. once in a six month			47 (100.00)			13 (100.00)
4	No of schools where every student has been provided Health card	39 (52.00)	36 (48.00)	75 (100.0)	9 (36.00)	16 (64.00)	25 (100.0)

Source: Field Survey.

Findings and Suggestions:

- Each and every student should be given micro-nutrients and health card.
- The teachers should be asked to contact ANMs for the supply of micro nutrients and health cards should be given to all students.

5.7 Status of Cooks:

It is to be noted here that cook belonging to scheduled castes and minorities. Most of them are OBCs and rest of higher castes. It has been reported from all the sample primary and upper primary schools that the cooks have been paid regularly and they are paid Rs. 600/ per month in both the type of schools. The ratio of male and female cook is 48 and 52 in primary schools and 61 and 39 in upper primary schools. The number of

cooks has been reported to be adequate to meet the requirement of MDM. It is mainly the cook who cooks the food also serves it (Table 5.7).

Table 5.7: Status of Cooks of Mid Day Meal Scheme

Sl. No	Particular	Primary Schools	Upper Primary Schools
1	Social categories of cooks		
	a. Schedule Castes	2 (1.74)	1 (2.78)
	b. Schedule Tribes	-	-
	c. Minorities	5 (4.35)	4 (11.11)
	d. OBC	78 (67.82)	19 (52.78)
	e. Others	30 (26.09)	12 (33.33)
2	No of school in which cooks have been paid regularly	63 (84.00)	19 (76.00)
3	Average amount Paid to cooks/helpers per month.	600	600
4	No of male cooks in the schools.	41 (35.65)	13 (36.11)
5	No of female cooks in the schools.	74 (64.35)	23 (63.89)
6	No of cooks/helpers adequate to meet the requirement of schools	Yes	No
	MDM food cooked and served by:		
	(a) Cook/ health selected by panchayat	75 100.00)	0 25(100.0)
	(b) SHG	-	-
	(c) NGO	-	-
	(d) Contactor	-	-

Source: Field Survey.

Findings and Suggestions:

- The cooks are mostly from OBCs, followed by general, minorities and scheduled castes.
- Since one of the objectives of MDM is to bring social equality, therefore, concerned authorities should see that some SC cooks are also appointed.

5.8 Infrastructure of MDM:

It is evident that infrastructure of MDM seems to be adequate in primary schools of the district. Since the MDM has been implemented in upper primary schools recently, infrastructure is being developed. The information collected from sample schools has revealed that 73 per cent of primary schools and 56 per cent of upper primary schools have pucca kitchen shed cum store. In majority of schools, kitchens are being used. The sanction of additional kitchens has been accorded for number of schools (Table 5.8).

Table 5.8: Infrastructure of Mid day Meal Scheme

Sl. No	Particulars	Primary Schools	Upper Primary Schools
1.	No. of schools with Pucca Kitchen shed cum store	55(73.33)	14(56.00)
2.	No. of schools without Pucca Kitchen shed cum store	-	-
3.	No. of schools with kitchen & store and in use.	55(100.0)	14 (100.0)
4.	No. of schools with kitchen & store not in use	11 (20.00)	5(35.71)
5.	No. of schools kitchen & store under construction	5(9.10)	4(28.57)
6.	No. of schools kitchen shed/ store sanctioned but construction not stored yet.	-	-
7.	No. of school kitchen cum store not sanctioned	4 (7.27)	2(14.29)
8.	If kitchen is not pucca, then where food is cooked and stored.	-	-
9.	Venue for cooking and food grains store in schools kitchen have not been constructed	-	-
10.	Cooked in open ground & Food grains stored at pradhan's house	-	2 (14.29)
11.	Cooked in open ground & Food grains storage at schools' room	-	-
12.	Others	-	-
13.	No. of schools with availability of Potable water for cooking and drinking purposes.	66 (88.00)	19 (76.00)
14.	No. of schools without availability of potable water for cooking and drinking purposes.	9 (12.00)	6 (24.00)
15.	No. of schools where utensil are adequate under of used for cooking.	66 (88.00)	19(76.00)
16.	No. of schools where utensil are inadequate for cooking.	9(12.00)	6(24.00)
17.	Fuel used in cooking (a) LPG (b) Kerosene oil (c) Wooden/ Cow dung	38(57.58) 28(42.42)	5 (26.32) 14(73.68)

Source: Field Survey.

5.9 Safety and Hygiene:

Generally the good environment, safety and hygiene are there in most of the primary and upper primary schools of the district. Students are generally encouraged to wash their hands and made to sit in lines. The teachers try to inculcate the discipline but students don't all the times (Table 5.9).

Table 5.9: Safety & Hygiene

Sl. No	Particular	Primary Schools	Upper Primary Schools
1	No. of schools with good environment, safety and hygiene.	61 (81.33)	19 (76.00)
2	No. of schools where students are encouraged to wash hand before and after taking meal.	73 (97.33)	24 (96.00)
3	No. of schools where students take meals by sitting in lines.	75 (100.00)	25 (100.00)
4	No. of schools where students conserve water	73 (97.33)	24 (96.00)
5	No. of schools where Process of cooking & storage of food are safe.	73 (97.33)	24 (96.00)
6	No. of schools where no danger to catch fire	75 (100.00)	25 (100.00)

Source: Field Survey.

5.10 Community Participation:

The pro active community participation in mid day meal is generally lacking in the district as evident from the following Table 5.10.

Table No 5.10: Community Participation in Mid Day Meal Scheme

Particular	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
1.Daily supervision, Monitoring & participation						
a.Parents	39 (52.00)	36 (48.00)	75 (100.0)	13 (52.00)	12 (48.00)	25 (100.0)
b.VEC/ WEC	45 (60.00)	30 (40.00)	75 (100.0)	18 (72.00)	7 (28.00)	25 (100.0)
c.Panchayat / urban bodies	23(30.67)	52(69.33)	75 (100.0)	11 (44.00)	14 (56.00)	25 (100.0)

Source: Field Survey.

Findings and Suggestions:

- The community participation in MDM is poor in the district.
- There is need that involvement of parents, VECs and Panchayats should be increased.

5.11 Inspection and Supervision:

The inspection and supervision of mid day meal is generally lacking in the district. In most of the schools, neither state level, district level or block level officials do the inspection and supervision of the mid day meal (Table 5.11).

Table 5.11: Inspection & Supervision of Mid Day Meal

Particular	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
No. of school mid day Meal Programme is inspected by:						
(a) State level officers	-	75 (100.0)	75 (100.0)	-	25 (100.0)	25 (100.0)
(b) District level officers	7 (9.33)	68 (90.67)	75 (100.0)	4 (16.00)	21 (84.00)	25 (100.0)
(c) Block level officers	29 (38.67)	46 (61.33)	75 (100.0)	13 (52.00)	12 (48.00)	25 (100.0)

Source: Field Survey.

Findings and Suggestions:

- The inspection and supervision of MDM is very poor in the district.
- The district magistrate should ensure that the inspection and supervision are done regularly by the officers of three levels.

5.12 Impact of Mid Day Meal Programme:

Despite several shortcomings observed above, the mid day meal programme has generated positive impact. In all the schools, it has been reported that enrollment and attendance of children have improved. There has also being the positive impact on the health and hygiene status of children.

Table 5.12: Impact of Mid Day Meal Programme

Particular	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
(a) Improvement in Enrollment of children	75 (100.0)	-	75 (100.0)	25 (100.0)	-	25 (100.0) 25 (100.0)
(b) Improve of attendance of students	75 (100.0)	-	75 (100.0)	25 (100.0)	-	25 (100.0)
(c) Improvement of Nutritional & Health status of students	75 (100.0)	-	75 (100.0)	25 (100.0)	-	

Source: Field Survey.

Findings and Suggestions:

- The impact of the mid day meal has been reported to be positive in school education and health and hygiene status of students.
- The MDM programme should be made more effective by strict supervision and community involvement.

CHAPTER VI

VECs, GRANTS AND T.L.M

6.1 VEC Members:

There were 461 VEC members in 100 samples of primary and upper primary schools in the district Balrampur. Thus, each sample school had 4 to 5 VEC members. Most of the schools do not have parent's representation in VEC. About 32.54 per cent of the VEC members were female and 67.46 per cent were males.

Table 6.1(A): Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	116 (34.02)	34 (28.33)	150 (32.54)
2.	Male	225 (65.98)	86 (71.67)	311 (67.46)
	Total	341 (100.00)	120 (100.00)	461 (100.0)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

The caste-wise composition shows, approximately 24.77 per cent members belong to SC category, 38.86 per cent members belong to OBC category in VEC of primary and upper primary schools in the district. Minorities were not any representation and 36.36 per cent belonging to general category in Village Education Committees.

Table 6.1(B): Social category wise VEC Members

Sl. No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	79 (23.16)	31 (25.83)	109 (24.77)
2.	Minorities	-	-	-
3.	OBC	134 (39.30)	47 (39.17)	171 (38.86)
4.	General	128 (37.54)	42 (35.00)	160 (36.36)
	Total	341 (100.00)	120 (100.00)	440 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U. P.

Findings and Suggestions

- Average number of VEC members was found low representation of parents.
- The caste-wise composition of VEC was lacking Minority representation.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings:

As per norms VEC meetings to be held every month in every school. But the survey indicates that meetings were held in 92.00 per cent schools. The frequency of meetings was also recorded to be unsatisfactory. On an average 3 to 4 meetings have been held in schools during the last six months.

Table 6.2 (A): Details about VEC Meeting

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting a. Yes b. No.	70 (93.33) 5 (6.67)	22 (88.00) 3 (12.00)	92 (92.00) 8 (100.00)
2.	Total No. of Meetings Average No. of Meeting only last 6 months	242 3.46	86 3.91	328 3.57

Source: Field survey, SSA programme, District Balrampur, U.P.

The agenda of meetings comprised of cultural programmes, cleanings of school, election, pulse polio immunization programme, school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc. is presented in Table 6.2(B).

Table 6.2 (B): Agendas of VEC Meetings

Sl. No.	Meeting Agenda	Primary Schools	Upper Primary Schools	Total
1	For New building	3 (2.29)	1 (1.96)	4 (2.19)
2	Recruitment of Shiksha Mitra	29 (22.14)	8 (15.68)	37 (20.32)
3	For improvement of presence	19 (14.50)	9 (17.64)	28 (15.38)
4	Enrollment	25 (19.08)	13 (25.49)	38 (20.8/)
5	For Pots, Food and recruitment	5 (3.82)	-	5 (2.74)
6	Polio Drop	6 (4.58)	2 (3.92)	8 (4.39)
7	Mid day meal	3 (2.29)	-	3 (1.64)

8	Discussion	21 (16.03)	14 (27.45)	35 (19.23)
9	All maintenance work	5 (3.82)	1 (1.96)	6 (3.29)
10	For committee	2 (1.53)	-	2 (1.09)
11	Cleaning	4 (3.05)	1 (1.96)	5 (2.74)
12	Scholarship	3 (2.29)	1 (1.96)	4 (2.19)
13	Free dress	-	-	-
14	Utilization of Money	1 (0.76)	-	1 (0.54)
15	Plantation	-	-	-
16	For Welcome of Secretary	-	-	-
17	Recruitment	-	-	-
18	Cultural Program	5 (3.82)	1 (1.96)	6 (3.29)
	Total	131 (100.00)	51 (100.00)	182 (100.00)
	No. of Total school	75	25	100

Source: Field Survey, SSA Programme, District Balrampur, U.P.

The representation of female members in meetings has been recorded 32.86 per cent and 41.61 per cent SC (within male).

Table 6.2(c): Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	112 (34.57)	28 (27.45)	140 (32.86)
2.	Male	212 (65.43)	74 (72.55)	286 (67.14)
	Caste distribution among male			
	a. SC	92 (43.40)	27 (36.49)	119 (41.61)
	b. Other	1 (56.60)	47 (63.51)	167 (58.39)
	Total Member (male + female)	324 (100.00)	92 (100.00)	416 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- Adequate number of female and SC representative was found attending VEC meetings.

6.3 VEC Training:

The DITE officials of Balrampur district informed us that VEC members were imparted training during the last financial year 2007-08. No training of VEC has been organized in this financial year (2008-09) up to the period of our field visit January 2009.

Table 6.3: Details about VEC Training

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	No. of Schools organized by VEC members	-	-
2.	No. of trained members Average no per schools	-	-
3.	Reaction of trained members in school regarding training a. Best b. Good c. Satisfactory d. Bad	- - - -	- - - -
	Total Schools organized training	-	-

Source: Field survey, SSA programme, District Balrampur, U.P.

Note: No training of VEC has been organized in this financial year (2008-09) so far.

Findings and Suggestions

- No training of VEC has been organized in this financial year (2008-09), up to January, 2009.
- The training should be necessary to all VEC members and should impart timely.

6.4 Role of VEC for Improving the School Conditions:

As per the opinion of school teachers, it has been found that the role of VEC not having best even a single primary school for improving the school conditions relating to enrolment and presence of teacher. In 52.00 per cent of the primary schools, their role of VEC was found good. In 36.00 per cent schools, VEC role was regarded as satisfactory. But in more than 12.00 per cent schools their role was found poor in case of primary schools (Table-6.4).

The role of VEC was reported best in 2.00 per cent of upper primary schools. The role of VEC was reported well in 52.00 per cent of the upper primary Schools. In 33.00 per cent of the sample schools was found satisfactory. But in 13.00 per cent schools their role was found poor.

Table 6.4: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
1.	Primary School					
	a. Best	0	0	0	0	0
	b. Good	37 (49.33)	42 (56.00)	57 (76.00)	20 (20.67)	156 (52.00)
	c. Satisfied	3 (46.67)	28 (37.33)	18 (24.00)	27 (36.00)	108 (36.00)
	d. Bad	3 (4.00)	5 (6.67)	0	28 (37.33)	36 (12.00)
	Total	75 (10000)	75 (100.00)	75 (100.00)	75 (100.00)	300 (100.00)
2.	Upper Pri. School					
	a. Best	1 (4.00)	0	0	1 (4.00)	2 (2.00)
	b. Good	13 (52.00)	12 (48.00)	20 (80.00)	7 (28.00)	52 (52.00)
	c. Satisfied	10 (40.00)	5 (20.00)	5 (20.00)	13 (52.00)	33 (33.00)
	d. Bad	1 (4.00)	8 (32.00)	0	4 (16.00)	13 (13.00)
	Total	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U. P.

Findings and Suggestions

- VECs' role in improving overall school conditions were found to be the best in 2.00 per cent in upper-primary schools.
- 52.00 per cent of primary and 52.00 per cent upper primary schools VEC members' role were found good.
- Their satisfactory role was reported in 36.00 per cent in primary and 33.00 per cent in upper primary schools.
- In around 12.00 per cent of primary and 13.00 per cent of upper primary schools VEC members' role was found poor.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Schools:

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary schools for the year 2008-09 indicate that 100 per cent of grants under different heads has been received except the

grant of construction of rooms and kitchen cum store, during the financial year 2008-09 in the district is given in (Table-6.A).

Table 6.5(A): Head wise Grants for Primary Schools (2008-09)

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid Average per school	285000 5000.00	280000 5000.00
2.	School development Average per School	199000 4522.72	179000 4475.00
3.	Honorarium for Para teacher Average per School	2069340 29990.00	2069340 29990.00
4.	Construction of Building Average per School	164000 54666.66	164000 54666.67
5.	Construction of Rooms Average per School	1196400 99700.00	11135500 101227.27
6.	Construction of Toilet Average per School	77000 25666.66	77000 25666.66
7.	Kitchen cum Store Average per School	632376 52698.00	418000 59714.28
8.	TLM Average per School	1000 1000.00	1000 1000.00
9.	Ramps Construction Average per School	19500 6500.00	19500 6500.00
10.	NPEGEL Average per School	580000 10943.39	580000 1094.39
11.	Honorarium for Acharya Average per School	20000 2000.00	20000 2000.00
12.	Others Average per School	802200 20569.23	701290 23376.33

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Table 6.5(B): Head wise Grants for Upper Primary Schools (2008-09)

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1.	School maintenance aid Average per school	145500 6326.09	145500 6326.09
2.	School development Average per School	100000 5263.15	86000 5058.82
3.	Honorarium for Para teacher Average per School		
4.	Construction of Building Average per School	620000 310000.00	480000 240000.00
5.	Kitchen cum Store Average per School	1950000 178571.42	772000 11028.57
6.	Construction of Toilet	480000	360000

	Average per School	60000.00	51428.57
7.	Construction of Boundary Average per School	-	-
8.	TLM Average per School	1500 500.00	1500 500.00
9.	Ramps Construction Average per School	-	-
10.	NPEGCC Average per School	20000 20000.00	20000 20000.00
11.	Harmonium for Acharya Average per School	-	-
12.	Others Average per School	273468 13022.28	206980 29568.57

Source: Field Survey, SSA Programme, District, Balrampur, U.P.

In case of upper primary schools, the utilization of received grants has been depicted in table 6.5(B). Under the head of school construction, boundary construction, honorarium for Acharya the grants have also been received by the VECs.

Findings and Suggestions

- Money has been withdrawn from account in most cases and construction work has also started.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC:

The survey results indicated only 64.00 per cent primary and 60.00 per cent upper primary school's Village Education Committees were having construction work manual. Only 81.33 per cent VECs have proper up keeping of funds records at primary and 72.00 per cent in upper primary level. In 10.67 per cent primary schools and in 32.00 per cent upper primary schools, VECs were not having any account regarding the construction work of the schools.

Table 6.6: Availability of Construction related records with VEC

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1.	Construction work manual with village education committee	48 (64.00)	15 (60.00)
2.	Construction related manual not with VECs	27 (36.00)	10 (40.00)
3.	No. of VEC with proper up keep of Fund's records	61 (81.33)	18 (72.00)
4.	No. of VEC without proper up keep of funds update	14 (18.67)	7 (28.00)
5.	No. of VEC having accounts of school related construction work/items	67 (89.33)	17 (68.00)
6.	No. of VECs not having accounts	8 (10.67)	8 (32.00)
	No. of total schools	75	25

Source: Field Survey, SSA Programme, District, Balrampur, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records.
- This is one of the main reason of funds misuse and slow progress of construction work in schools.

6.7 Teaching Learning Materials (TLM):

As per information received from all the sample schools, it has been observed that only 3 teachers of upper-primary schools have received TLM amount so-far. Although, TLM amount has been delayed but the district authorities could not give any satisfactory answer, regarding the delay of TLM amount, to our survey team. In 38.46 percent primary and 43.86 percent in upper-primary schools, teachers were using teacher learning materials. TLM has been displayed in 30.54 percent schools. The display of TLM was found in the class rooms in 30.54 per cent of the sample schools. The use of TLM by the students was found in 28.45 per cent schools (Table-6.7-A).

Table 6.7(A): Details about Teaching Learning Material

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	No. of teachers/Sum received TLM amountAverage	-	3 (5.26)	3 (1.26)
2.	Training of teachers regarding use of TLM	70 (38.46)	25 (43.86)	95 (39.75)
3.	Display of TLM in class rooms	58 (31.87)	15 (26.32)	73 (30.54)
4.	Use of TLM by student	54 (29.67)	14 (24.56)	68 (28.45)
	No. of Total school	182 (100.00)	57 (100.00)	239 (100.00)

Source: Field Survey, SSA Programme, District, Balrampur, U.P.

As per data presented in the Table-6.7(B), 28 per cent teachers were always, 51 per cent often and 21.00 per cent never using TLM amount in the district. Training of teachers regarding use of TLM was imparted in 39.75 per cent schools.

Table 6.7(B): Use of TLM by Teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Always	23 (30.67)	5 (20.00)	28 (28.00)
2.	Often	38 (50.67)	13 (52.00)	51 (51.00)
3.	Never	14 (18.66)	7 (28.00)	21 (21.00)
	Total	75 (100.00)	25 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

Findings and Suggestions

- TLM amount in all sampled primary and upper-primary schools of the district has not been distributed up to January 2009 .
- TLM should be use in all the schools of the district without loosing time.
- It should be necessary for all teachers to use TLM regularly.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings

The construction of new school buildings was found to be in-progress only in 2 primary and 2 upper primary schools at the time of survey. The construction work in one primary and one upper primary school was up from the doors level and in one primary and one upper primary school it was at the completing roof level in our total sample size (Table 7.1).

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School Buildings under Construction	2 (2.59)	2 (7.40)	4 (3.84)
2	<u>Progress of Construction (No. 7):</u> Foundation Level Up from Doors Level Completing Roof Final Finishing	0 1 (50.00) 1 (50.00) 0	0 1 (50.00) 1 (50.00) 0	0 2 (50.00) 2 (50.00)
	Total no. of Sample Schools	77 (100.00)	27 (100.00)	104 (100.00)

Source: Field Survey, SSA Programme, District Balrampur, U.P.

7.2 Construction of Extra Rooms:

It was found that in 12.00 per cent of all sample primary schools and 48.00 per cent of upper primary schools, extra rooms were under construction. In most of the schools, one room was being constructed. The construction work was 55.56 per cent in primary and 50.00 per cent in upper primary at up from doors level followed by 33.33 per cent at both primary and upper primary at foundation level. In most of the schools teacher was found in charge of the construction work followed by the head master. (Table 7.2).

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No. of Schools under extra room construction	9 (12.00)	12 (48.00)
2.	No. of schools one room constructed	5(55.56)	12(100.00)
3.	No. of schools more than two room constructed	4(44.44)	-
4.	<u>Progress of Extra rooms construction</u>		
	a. Foundation level	3 (33.33)	4 (33.33)
	b. Up from doors level	5 (55.56)	6 (50.00)
	c. Completing roof	1 (11.11)	2 (16.67)
	d. Others	0	0
5.	<u>In charge of construction work</u>		
	a. Head Master	3 (33.33)	5 (41.67)
	b. Teacher	6 (66.67)	7 (58.33)
	c. ABRC	0	

Source: Field Survey, SSA Programme, District Balrampur, U.P.

7.3 Hand pumps and Toilets:

No primary or upper primary schools were found where installation or proposal of hand pumps was being done. In 1 primary and 1 upper primary school, toilets are being constructed under the SSA scheme (Table 7.3).

Table 7.3: Under Construction and Proposed Hand Pumps and Toilets

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	-	-	-
2	<u>Schemes of Hand Pumps Installation:</u> Swajaldhara SSA Others	- - -	- - -	- - -
3	No. of Schools with Proposed Hand Pumps	-	-	-
4	No. of Schools with under Construction of Toilets	1 (1.30)	1 (3.70)	2 (1.92)
5	<u>Schemes for Toilets:</u> TSS SSA Others	- 1 (100.0) -	- 1 (3.70) -	- 2 (1.92) -
6	Proposed no. of Toilets in Schools	-	-	-

Source: Field Survey, SSA Programme, District Balrampur U.P.

7.4 Technical Supervision of Construction Work

The supervision of the construction work of 9 (11.69) primary and 12 (44.44) upper primary schools were done by the deputed junior engineers. At block level 66.67 per cent of primary and 58.33 per cent of upper primary school and at Tehsil level it was 33.33 per cent primary and 41.67 per cent upper primary schools supervised by the junior engineers. (Table 7.4).

Table 7.4: **Status of Technical Supervisors**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of Schools in which JEs Supervising the Civil Work	9 (11.69)	12 (44.44)	21 (20.19)
2	<u>Schools Supervised by Different Level JEs:</u> Block Level Tehsil Level District Level	6 (66.67) - 3 (33.33)	7 (58.33) - 5 (41.67)	13 (61.90) - 8 (38.10)
	Total No. of sample Schools	77 (100.00)	27 (100.00)	104 (100.00)

Source: Field survey, SSA Programme, District Balrampur, U.P

7.5 Inspection of Construction Sites:

Inspection of construction sites by technical persons was good and the frequency of inspection was also satisfactory. The investigators of our research team have viewed the construction as of medium quality (Table 7.5).

Table 7.5: **Inspection and Views about Construction Work**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	9 (100.00)	12 (100.00)	21 (100.00)
2.	<u>No of times inspections was done before survey</u> a. One time b. Two time c. Three and more time	7 (77.78) 2 (22.22) -	8 (66.67) 4 (33.33) -	15 (71.43) 6 (28.57) -
3.	<u>Level of Inspection</u> a. At the Foundation level b. Up to doors level c. Linter level d. Other	3 (33.33) 4 (44.45) 2 (22.22) -	6 (50.00) 5 (41.67) 1 (8.33) -	9 (42.86) 9 (42.86) 3 (14.28) -
4.	<u>Views of investigators regarding construction work</u> a. Good b. Satisfactory c. Unsatisfactory	5 (55.56) 3 (33.33) 1 (11.11)	4 (33.33) 7 (58.34) 1 (8.33)	9 (42.86) 10 (47.62) 2 (9.52)

5.	<u>Comments of investigator in condition of unsatisfactory construction work</u>	-	-	-
	a. Low quality of building material b. Slow construction work c. Lack of appropriate use of material	1 (11.11)	1 (8.33)	2 (9.52)

Source: Field survey, SSA Programme, District Balrampur, U.P.

* Percentage was made from the sampled schools engaged in construction work.

Findings and Suggestions

- Inspection of construction is not as required.
- Strict supervision of construction work is required.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUTS

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

In Balrampur district, there are 11 KGBVs. These KGBVs are located in the blocks of Balrampur, Shivpuri, Shriduttganj, Gaindas Buzurg, Gainsari, Tulsipur, Pachperwa, Utraula, Rehra Bazar and Town Area. Out of which 5 KGVB's were in the selected 5 blocks, One KGBV located as Gainsari was selected as sample.

8.1.1 Teachers and Other Staff in KGBV

As evident from Table-8.1 that the positions of 1 warden cum teacher, 4 full time teachers, 4 part time teachers, 1 accountant, 1 peon, 3 cooks and 1 chaukidar were sanctioned. Against these positions, all persons were working.

Table-8.1: Teachers and Other Staff in KGBV

Sl. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	Full Time	4	4
		Part Time	4	4
3	Accountant		1	1
4	Assistant		0	0
5	Peon		1	1
6	Chaukidar		1	1
7	Cook		3	3
8	Others(Helper & sweeper)		0	0

Source: Field Survey.

8.1.2 Social Category of Students in KGBV

As per data presented in Table-8.2, 100 girls were enrolled in KGBV. Out of these, 19 (19 percent) students belonged to scheduled castes, 35 per cent of OBC castes and 25 per cent of minorities. There were 21.00 per cent girls from general castes and below poverty line.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category of Students	Number of Students
1	Scheduled Castes	19 (19.00)
2	Scheduled Tribes	-
3	Other Backward Castes	35 (35.00)
4	Minorities	25 (25.00)
5	Others (General, below Poverty Line)	21 (21.00)
	Total	100 (100.0)

Source: Field Survey.

8.1.3 Infrastructure of KGBV

It was observed that infrastructure is adequately available in the KGBV.

8.2 Residential Bridge Course (RBC)

There were 6 Residential Bridge Course (RBC) centres in the district. Out of which 4 RBC belong to Shivpuri, 1 RBC was taken as sample, which is from Shivpuri block. It was observed that most of the infrastructural facilities are available with RBCs.

8.2.1 Teachers and Other Staff in RBC

In sample RBC, 1 warden cum teacher, 1 full time teachers, 1 part time teachers, and other staff as shown in Table 8.3 were sanctioned and working.

Table-8.3: Teachers and Other Staff in Sample RBC

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	Full Time	1
		Part Time	1
3	Accountant	1	1
6	Chaukidar	1	1
7	Cook	1	1
8	Others(Helper & sweeper)	0	0

Source: Field Survey.

8.2.2 Social Category of Students in RBC

The following Table 8.4 shows that 22 per cent were of scheduled castes, 52 per cent of other backward castes, 9 per cent of minorities and 11 per cent of General castes.

Table 8.4: Social Category of Students

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	25 (21.74)
2	Schedule Tribe	0
3	Other Backward Caste	60 (52.17)
4	Minorities	10 (8.70)
5	Others General	20 (11.39)
	Total	115 (100.00)

Source: Field Survey.

8.3 Teachers and other Staff in NRBCs

In Balrampur district, 11 NRBCs were functioning, 3 NRBC's belong to 3 selected blocks, out of which 2 NRBC was taken as a sample. 3 teachers were working in these NRBCs. All teachers were trained. Their salary is fixed Rs. 2000/ per month. The salary has not been given to them regularly to all teachers (Table 8.5). The NRBCs are not running properly. Attendance of students remains low.

Table-8.5: Teachers and other Staff in NRBC

Sl. No.	Particulars	Number
1.	Total Number	11
2.	No of sample Centers	2
3.	a. Permanent Place b. Temporary Place	0 2
4.	Establishment Year a. 2000-2005 b. 2006-2008	0 2
5.	No of Teacher	3
6.	No of Teacher Trained	3
7.	Payment to Acharya (Rs.2000/month)	2000.00
8.	Regular Payment	1
9	Irregular payment	1

Source: Field Survey.

8.3.1 Social Category of Students in NRBCs:

The Table 8.6 shows that 56 per cent of NRBC students were of scheduled castes, 30 per cent of other backward castes, 10 per cent of minorities and 4 per cent of general castes.

Table 8.6: Social Category of NRBC Students

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	71 (56.35)
2	Schedule Tribe	0
3	Other Backward Caste	38 (30.16)
4	Minorities	12 (9.52)
5	Others General	5 (3.97)
	Total	126 (100.00)

Source: Field Survey.

8.4 National Programme for Education of Girls at Elementary Level (NPEGEL)

In the district, 94 NPEGEL were running 641 upper primary schools, 48 NPEGEL centers were found in the selected 5 blocks, Out of it, 6 NPEGELs were taken as sample for evaluation. A grant of Rs.181430 was given to 6 NPEGELs during the financial year 2007-08.

Table 8.7: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Percentage
1.	No. of Model cluster school Surveyed	6
2.	No. of Model cluster schools received amount in financial year (2008-09)	6
3.	Total Amount received Amount Average per school	181430.00 30238.33
4.	No of model cluster school under civil work a. Extra Room b. Drinking Water c. Toilet	5 2 0
5.	No of school with electrified	0
6.	No. of school with ECCE	0
7.	No of School teacher trained with sanitation	0
8.	No. of school required amount for TLM, Library, Game, skill training	0
9.	Total no. of Girls enrolled Average per school	124 20.66
10.	No of school provided free text book to enrolled girls	6

Source: Field Survey.

8.5 Education Guarantee Scheme (EGS) and AIE

There were 120 EGS in Balrampur district, out of which 48 were found in the selected four (Gainsari, Shivpura, ShriduttGanj and Gaindas Buzurg) blocks of which 9 were taken as sample. No AIE's or Madrasas were found in the selected sample.

Out of total sample size 5 were established at permanent and 4 at the temporary place. Establishment year of 6 EGS were 2006-07 and remaining 3 were established in 2007-08. Out of 9 sample 8 Acharya were found trained, payment done to them was Rs.2000 per month and 5 Acharya were facing the problem in payment.

Table 8.8: Education Guarantee Scheme (EGS) and AIE Centres

SI. No.	Particulars	EGS	AIE	Total
1.	Total Number	61	-	61
2.	No of sample Centers	9	-	9
3.	c. Permanent Place d. Temporary Place	5 4	-	5 4
4.	Establishment Year c. 2006-2007 d. 2007-2008	6 3	-	6 3
5.	No of Acharya Trained	8	-	8
6.	Payment to Acharya (Rs.2000/month)	2000	-	2000
7.	Regular Payment	4	-	4
8.	Irregular payment	5	-	5

Source: Field Survey.

Findings and Suggestions:

- The functioning of KGBV was observed to be good in the district.
- The payment of EGS/AIE teachers was found to be irregular.
- The student attendance in the alternative schooling centres was good.
- Proper records were maintained.
- VEC members were required to be oriented for the development of alternative schooling.

8.6 Academic Input of BRC/NPRC Coordinators

It is evident from the data that BRC coordinators visited around once in a month in both primary and upper primary schools for academic inputs. NPRC coordinators visited on an average 4 times in a month in primary and upper primary schools. (Table 8.9).

Table 8.9: Details of Academic Inputs provided by Coordinators

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Visits of BRC Coordinator for Academic Input No. of Times (Average) per Month	78 1.04	24 0.96	102 1.02
2	Visits of NRPC Coordinator for Academic Input No. of Times (Average) per Month	322 4.29	94 3.92	416 4.16
	Total Schools	128	50	178

Source: Field Survey.

8.7 District Information System for Education (DISE)

The district has EMIS with required computers. There is one EMIS in-charge and one computer operator. Their responsibility is to maintain all educational data of district and to report to the SPD from time to time. One thing which hampers their smooth functioning is that they have not been provided proper place in the office. Moreover, it seems that DISE system is not working efficiently. They could not provide the basic data of number of schools when our staff asked them. Therefore, we feel that there is need of complete revamping of DISE in Balrampur district.

8.8 Investigators Views about the General Conditions in Schools

The research team of our institute who visited primary and upper primary schools of Balrampur district found that security of school buildings was inadequate. The condition of hygiene among the students was also found to be poor. It was observed that students were largely lacking the basic knowledge of hygiene and health. The cleanliness within the classes and the school building was not satisfactory.

The discipline among the students was found up to the mark in most of the schools. The classroom discipline was also appropriate. On the whole, conditions in the schools were satisfactory but lot needs to be done to improve the quality of education in the district.

Table 8.10: Views of investigator regarding schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	3 (4.00)	27 (36.00)	28(37.33)	17(22.67)	75 (100.00)
	b. Hygiene	6 (8.00)	9(12.00)	44(58.67)	16(21.33)	75 (100.00)
	c. Cleanliness	5 (6.67)	18(24.00)	39(52.00)	13(17.33)	75 (100.00)
2.	Upper Primary Schools					
	a. Security	2(8.00)	5 (20.00)	16(64.00)	2(8.00)	25(100.00)
	b. Hygiene	4(16.00)	7(28.00)	9(36.00)	5(20.00)	25 (100.00)
	c. Cleanliness	1(4.00)	6(24.00)	12(48.00)	6(24.00)	25(100.00)
	d. Discipline in students	3(12.00)	8(32.00)	11(44.00)	3(12.00)	25 (100.00)

Source: Field Survey.

Annexure I: Name of the Sample Schools of Balrampur District

Block	Primary School	Upper Primary School	NPEGEL	EGS	RBC	KGBV
1. Shivpura	1. Bardavlia First	Bankatwa Patjhe	Godwa	Shankar Nagar	Turkawaleya	
	2. Laxmonpur Khairhania	Karmaitee	Nachura	Chetra		
	3. Mathura Bazar First	Shiva Nagar		Bhagwan Pur		
	4. Harreyanea Second	Bardauliya				
	5. Ban Ghusare	Harraiya				
	6. Kervanea	Lalpur				
	7. Chouka Kala	Godwa				
	8. Bala Pur Mirzapur	Sangeet Pur				
	9. Singh Pur	Baldev Nagar				
	10. Gan Wariya					
	11. Kudar Godwa					
	12. Bankatwa Khurd Paijhe					
	13. Kodari					
	14. Fatwa					
	15. Bahadir Gahs Second					
	16. Arnahwa					
	17. Binohane Kala					
	18. Basant Pur					
	19. Choudhary deeh					
	20. Karmaite					
	21. Mathura Bazar second					
2. Nager Shetra	1. Bal Shiksha Mandir	Nager Panchayat Junior High School Balrampur	Junior High School Balrampur			
	2. Adarsh Primary School Balrampur					
	3. Kanya Prathmik Vidlaya Khalwa					
3. Gaindas Bujurg	1. Nagwa	Puraina Buland		Pachpedwa	Puraina Buland	
	2. Goan Kot	Nagwa		Amant Deeh		
	3. Parsuna			Bankatwa		
	4. Chint Joat					
	5. Puraina Buland					
	6. Rasula Bad					
	7. Saheya Bankat					
	8. Guljar Deeh					
	9. Boudee Har					

	10.	Narnan Pur					
	11.	Ban Kasiya					
4. Shridutt Ganj	1.	Manne Purwa	Shivdayal Pur	Alli Pur Bujurg	Bargadwa		
	2.	Dhamouli	Sanjhawal Prem Nagar				
	3.	Mujahane	Sanjhawal Prem Nagar				
	4.	Khamahriya Baghatt	Bisambhar Pur				
	5.	Bisrampur First	Alli Pur Bujurg				
	6.	Allepur Bujurg					
	7.	Chamaru Pur					
	8.	Shivdayal Pur					
	9.	Sanjhwal Prem Nagar					
	10.	Mahuwa Jbrahim First					
	11.	Bishambhar Pur					
	12.	Babhan Purwa					
	13.	Gour Ramwapur					
	14.	Aheroula					
5. Gaisade	1.	Bhagwan Pur	Jahan Dariya	Belhsa	Chaya Purwa		Gaisade
	2.	Mohkam Pur	Belhsa	Goisadi First	Koriya		
	3.	Ludhauri	Bakoule Rajpur				
	4.	Nagwa	Neval Gadh				
	5.	Bhoj Pur Naveen	Nachora				
	6.	Pipra First	Pipra Jahsel				
	7.	Son Pur	Govind Pur				
	8.	Nachoura	Ram Nagara				
	9.	Pipra Second	Puraina				
	10.	Newal Gadh					
	11.	Singh Mohane					
	12.	Jarwa					
	13.	Gaisade					
	14.	Puraina					
	15.	Biloha					
		Bankaseya					
	16.	Ram Nagar					
	17.	Gaisade First					
	18.	Mahadewa					
	19.	Jogun Bhariya					
	20.	Pad Rauna					
	21.	Mad Rahwa					
	22.	Choukiya					
	23.	Govind Pur					
	24.	Louke Khurd					
	25.	Biloha					
	26.	Harnahwa					

Annexure II: Name of the schools where student's Attendance is less than 50 percent

Name of Blocks	Primary Schools		Upper Primary Schools
1. Gaisdi	1.	Ram Nagar	1. Jaha Dariya
	2.	Mohane	2. Ram Nagara
	3.	Jarawa	3. Nachora
	4.	Mohakam Pur	4. Neval Garaha
	5.	Madarahava	
	6.	Nagava	
	7.	Givind Pur	
	8.	Loki Kurda	
	9.	Gaisdi -I	
	10.	Gaisdi	
2. Gaindas Buzurg	1.	Puraina Bulada	1. Puraina Bulada
	2.	Bodi Hara	
	3.	Gon Koat	
	4.	Narayan Pur	
	5.	Rasula Baad	
	6.	Jogun Bhariya	
3. Shiv Pura	1.	Karmaine	
	2.	Arunhawa	
	3.	Bahadur Ganj	
	4.	Bankata Khurda	
	5.	Basanta Pur	
	6.	Choudhare Deeha	
	7.	Kondara	
	8.	Kervaniya	
	9.	Laxaman Pur Khairniya	
	10.	Haraiya-II	
4. Shri Dutta Ganj	1.	Mujahane	
	2.	Manee Purva	
	3.	Visambar Pur	
	4.	Sajhual	
	5.	Dhamolee	
	6.	Ahiraula	
5. Nagar Area	1.	Kanya Khalava	